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Laser B1

Teacher's Book

Includes material for PET

With Tests CD



Macmillan Hellas SA
2 Misaraliotou Street
Athens 11742, Greece

ISBN Teacher's Book: 978-960-447-149-2

ISBN Tests CD: 978-960-447-150-8

ISBN Teacher's Book and Tests CD Pack: 978-960-447-151-5

Text © Macmillan Hellas SA 2004 and 2008

Design and illustration © Macmillan Hellas SA 2004 and 2008

First published 2004

This edition 2008

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Designed by Bee and Typicon; revisions to the 2008 edition by Anna Razou

Illustrations by Panos Kapsaskis

Cover designed by Nikos Panagiotopoulos based on an idea from Marc Thériault at Polyplano, Thessaloniki

Sound recordings by Artracks Studio

The publishers would like to thank Jo Taylore-Knowles, Kathleen O'Brien and Malcolm Mann for writing additional material for the Teacher's Book and Tests.

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Printed and bound in Greece

2012	2011	2010	2009	2008
10	9	8	7	6
			5	4
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Introduction: Welcome to *Laser B1*!

Laser B1 is designed to make your job as easy and stress-free as possible. To this end, it's worth spending a few minutes reading this introduction to see how the course is structured and what the course provides you with in terms of materials.

Components

A number of different components make up the *Laser B1* course:

- the *Laser B1 Student's Book* with **CD-ROM**
- the *Laser B1 Workbook* (with and without key), plus **Audio CD**
- the *Laser B1 Teacher's Book* with photocopiable Tests and Audio CD
- the *Laser B1 Class Audio CDs*

Let's look at each of them in turn.

the *Laser B1 Student's Book*

- This starts off with a two-page fun quiz to introduce your students to the course, and to familiarise them with the *Student's Book*.
- There are sixteen topic-based units. Each contains the following sections:
 - ▶ **Get warmed up!**: a short warm-up and lead-in to the topic
 - ▶ **Reading**: developing key reading skills; includes PET and FCE task types
 - ▶ **Dictionary Corner**: focusing on topic-based lexis and lexico-grammar from the reading text
 - ▶ **Grammar 1**: focusing on one key grammar point
 - ▶ **Listening**: developing key listening skills; includes PET and FCE task types
 - ▶ a second **Dictionary Corner**: usually focusing on patterns, collocations, word formation or phrasal verbs
 - ▶ **Grammar 2**: focusing on another key grammar point
 - ▶ **Soundstation**: focusing on phonetic production and reception
 - ▶ **Speaking**: developing key speaking skills; includes FCE task types
 - ▶ **Use your English!**: revising, consolidating and building on language from the unit within a Cambridge FCE Use of English task type
 - ▶ **Writing**: developing key writing skills; includes FCE task types
 - ▶ **Get Ready to Write**: working towards the production of a composition
- **Homework** sections throughout the *Student's Book* indicate when and which *Workbook* exercises should be assigned.

- After every two units, there is a two-page revision section.
- At the back of the book, there are:
 - 16 **Composition Planners** (one for each unit)
 - 16 **Role-play activities** (one for each unit)
 - an alphabetical **Pattern and collocation database**
 - an alphabetical **Phrasal verb database**
 - an alphabetical **Irregular verb database**
 - a **Speaking database** arranged functionally, with useful phrases and expressions students can use
 - a comprehensive **Grammar database** which contains all the grammar presentation for the course. It is a reference guide for both the teacher and the students, and is written in language that the students will be able to understand.

The order of presentation follows exactly the order in the *Student's Book*. At the end of the grammar database, there is an **alphabetical index of grammar points** to make it quick and easy for students to find what they're looking for.

the *Laser B1 CD-ROM* Teacher Password: teacher

Every *Student's Book* includes a **CD-ROM** which gives students the opportunity to consolidate their learning in a motivating way. The *Laser B1 CD-ROM* provides:

- **unit-by-unit practice** of vocabulary and structures taught
- **extra listening activities** based on the language from each unit
- **extra reading activities** based on the language from each unit

the *Laser B1 Audio CDs*

All the **audio material** for the *Student's Book* listening and speaking tasks is contained on the two *Class Audio CDs*.

the *Laser B1 Teacher's Book*

The *Teacher's Book* contains:

- detailed guidelines for teachers on how to use the material in the *Student's Book* most effectively, including what to write in **On the Board** sections, and sections entitled **Errors To Watch Out For** and **Background Information**.
- a **key** to all exercises with **additional explanation** of answers where appropriate.
- a choice of **additional tasks** based on the exercises in the unit which can be used to expand the lesson according to time available.
- a **CD Track reference** for each listening activity.
- the **tapescripts** for all listening activities in the *Student's Book*.
- **Homework** sections indicating when and which *Workbook* exercises should be assigned.
- a section with **photocopiable Tests**, which include a variety of Reading, Listening, Grammar and Vocabulary tasks, including PET and FCE type tasks:
 - 16 Unit Tests
 - 3 Term Tests
 - 1 Final Test
- a **Tests audio CD**

Each unit of the Teacher's Book begins with a **Target Language** section, which presents the language areas to be covered in the unit and should be referred to closely by the teacher when planning the lesson. The **teaching notes** for each exercise should be read through when planning the lesson and consulted throughout the lesson where necessary. The teacher may choose to omit certain parts of an activity (eg a follow-up task), depending on the time available and the needs of his or her students. The **Additional Tasks** are mainly fun, communicative activities designed to consolidate an aspect of language that has just been covered. Again, the teacher can choose to use some, all, or none of these with their class depending on time constraints and student needs.

the Laser B1 Workbook

- This follows the grammar, vocabulary, reading, listening and writing syllabus of the Student's Book exactly, and is designed to further practise and consolidate the work done in the Student's Book.
- All Workbook exercises are designed so that they can be assigned for homework.
- The structure of the Workbook is as follows:
 - ▶ **Reading:** consolidating the skills developed in the reading section of the unit.
 - ▶ **Dictionary Corner:** consolidating the lexis and lexicogrammar of the first Dictionary Corner section of the Student's Book

- ▶ **Grammar 1:** consolidating the grammar of the first Grammar Point section of the Student's Book
- ▶ **Dictionary Corner:** consolidating the lexis and lexicogrammar of the second Dictionary Corner section of the Student's Book
- ▶ **Grammar 2:** consolidating the grammar of the second Grammar Point Section of the Student's Book
- ▶ **Writing:** consolidating the skills developed in the Writing section of the Student's Book
- ▶ **Listening:** consolidating the skills developed in the Listening section of the unit.
- There are **revision sections** after every two units of the Workbook. After units 2, 4, 6, 10, 12 and 14, these are out of 20 or 25 and focus on the grammar and lexis of the previous two units. After units 8 and 16, the revision section is out of 50 and focuses on all grammar and lexis from the previous 8 units.

I very much hope you and your students enjoy *Laser B1* as much as I enjoyed writing it. If you or your students have any comments or questions about the course, please feel free to contact me through the publisher. I would love to hear from you.

Have a great school year!

Malcolm Mann

Do the Laser B1 Quiz

- This section is designed to be a fun introduction to the course, and to help familiarise students with the Student's Book.
- Either ask students to do the quiz individually or in pairs.
- Encourage them to do the quiz as quickly as they can. You may wish to make it a competition, with the winning student/pair getting ten points, the next student/pair to complete it getting nine points, and so on.
- You may wish to read through the questions first with students to ensure understanding.

- | | |
|---------------------------------|----------------------|
| 1 Rob, o | 8 skateboarding, s |
| 2 phrasal verbs, a | 9 Malcolm Mann, m |
| 3 it, t | 10 e |
| 4 We're Talking Rubbish!, r | 11 Francesca, c |
| 5 Amy Baxter, e | 12 Rowan Atkinson, o |
| 6 Laser Composition Planners, e | 13 I |
| 7 Away From Home, W | 14 L |

Welcome to Laser!

Contents

Unit	Reading	Dictionary Corner I	Grammar I	Listening
1 Welcome Back! page 8	scanning for specific information	patterns	present simple and present continuous	listening for specific information
2 The Weird and the Unexplained page 16	reading for gist	topic vocabulary (mysteries)	past simple and past continuous	listening for location
units 1 and 2 • Revision page 24				
3 The Law's the Law page 26	logical cohesion	topic vocabulary (crime)	countable and uncountable nouns	listening for location
4 Meet the Stars page 34	reading for specific information	topic vocabulary (the media)	present perfect (simple and continuous)	listening for specific information
units 3 and 4 • Revision page 42				
5 The Space Race page 44	summarising points	patterns	<i>will and be going to</i>	listening for specific information
6 It Takes All Sorts page 52	grammatical referencing	topic vocabulary (people)	modals 1 (ability, obligation, advice, permission)	listening for attitude, purpose, intention
units 5 and 6 • Revision page 60				
7 Going Out and Staying In page 62	text type and function	topic vocabulary (entertainment)	modal perfect	listening for attitude and purpose
8 The Problem Page page 70	distinguishing fact and opinion	topic vocabulary (relationships)	zero, first and second conditionals	listening for gist
units 7 and 8 • Revision page 78				

Dictionary Corner 2	Grammar 2	Sound-station	Speaking	Use your English!	Writing Skills	Get Ready to Write
topic vocabulary (education)	stative verbs	/i:/ and /ɪ/ recognition	giving personal information	unit revision	paragraphing	informal letter
collocations	<i>used to</i> and <i>would</i>	/i:/ and /ɪ/ production	describing photographs	unit revision	descriptive language	short story
phrasal verbs (with <i>off</i>)	articles	opinion expression stress production	expressing opinion, giving reasons 1	unit revision	useful words and phrases for essays	essay
word formation (prefixes)	comparatives and superlatives	/ə/ recognition and production	giving examples	unit revision	interpreting notes	informal email
topic vocabulary (technology)	present simple and present continuous for the future	/æ/, /ɑ:/ and /ʌ/ recognition	expressing opinion, giving reasons 2	unit revision	using set phrases	formal letter
collocations	modals 2 (possibility, probability, certainty)	/æ/, /ɑ:/ and /ʌ/ production	comparing	unit revision	layout and text structure	report
phrasal verbs (with <i>up</i>)	-ing form or full infinitive?	recognition of /nd/ and /d/, /ŋg/ and /g/	suggesting and recommending	unit revision	awareness of target reader	article
word formation (suffixes)	time clauses	production of /nd/ and /d/, /ŋg/ and /g/	formality	unit revision	making suggestions	letter of advice



Unit	Reading	Dictionary Corner I	Grammar I	Listening
9 It's the Way You Tell 'em! page 80	reading for gist	topic vocabulary (humour)	third conditional	listening for specific information
10 Fair Play page 88	distinguishing main concepts	collocations	conditionals revision and <i>unless</i>	main points

units 9 and 10 • Revision page 96

11 The Land of Plenty? page 98	recognising discourse markers	topic vocabulary (the environment)	the passive	main points
12 C U @ 8! page 106	understanding sentence function	topic vocabulary (communication)	past perfect (simple and continuous)	deducing meaning

units 11 and 12 • Revision page 114

13 Getting By page 116	deducing meaning	topic vocabulary (employment)	reported questions	prediction
14 Away From Home page 124	lexical referencing	topic vocabulary (travel)	future perfect simple and future continuous	roles and relationships

units 13 and 14 • Revision page 132

15 Make or Break page 134	reading for specific information	topic vocabulary (success)	<i>prefer, would rather, had better</i>	listening for intention
16 Buy, Buy, Buy! page 142	implication	topic vocabulary (shopping and money)	question tags	listening for specific information

units 15 and 16 • Revision page 150

Dictionary Corner 2	Grammar 2	Sound-station	Speaking	Use your English!	Writing Skills	Get Ready to Write
patterns	relative clauses	recognition of numbers	comparing	unit revision	developing a narrative	short story
topic vocabulary (sport)	<i>so, such, too, enough</i>	production of numbers	asking and answering	unit revision	awareness of purpose	informal letter
phrasal verbs (with <i>out</i>)	the causative	homophones	agreeing and disagreeing	unit revision	complex sentences	essay
word formation (irregular forms)	reported speech	stress mobility	discourse management	unit revision	selecting appropriate style	informal email
patterns	indirect questions	recognition of /s/ and /ʃ/	expressing future intention	unit revision	using set phrases	letter of application
collocations	<i>wish</i> and <i>if only</i>	production of /s/ and /ʃ/	speculation	unit revision	making recommendations	review
phrasal verbs with other particles	direct and indirect objects	recognition and production of /ɔ:/ and /ʌ/	prioritising	unit revision	using the correct register	article
word formation (verbs, nouns and noun phrases)	<i>although, even though, despite, in spite of</i>	reception and production of question tag intonation	expressing preference	unit revision	punctuation and capitalisation	report

Unit 1

Target Language

- Grammar:** present simple and present continuous / stative verbs
- Lexis:** patterns / education vocabulary
- Reading skills:** scanning for specific information
- Listening skills:** listening for specific information
- Speaking skills:** giving personal information
- Writing skills:** paragraphing / informal letter
- Pronunciation skills:** /t/ and /i/ recognition

- Ask students what the unit title is.
- Elicit the meaning of *welcome* and ask them what *back* refers to.
- Elicit any other expressions they know with *back* (eg *come back*, *give back*).
- Elicit suggestions as to what the unit is about (school and education).

Get warmed up!

Aim: to introduce the topic of the unit through personal responses

- Ask students to write down all the subjects they do at school. You may wish to set a time limit of one or two minutes for this.
- Ask them to number them in the order in which they enjoy them most ('1' for their favourite, '2' for their next favourite, etc).
- Give students a short time to discuss the questions in pairs or in small groups.
- Ask two or three students to tell you their three favourite subjects.
- Elicit from them why they like one or two of these subjects.
- Write some of their answers on the board.

► On the Board

Students' answers, eg *Science is fun.*, *History is interesting.*

- Ask two or three students to tell you their least favourite subjects.
- Elicit from them why they don't like them.
- Write some of their answers on the board.

► On the Board

Students' answers, eg *English is difficult.*, *Maths is boring.*

Additional Task

- Tell the class you are going to do a survey to see which subjects are the most and least popular.
- Write a vertical list of about six subjects that have been mentioned by students on the board, then two more columns, one with a smiley face at the top, another with a non-smiley face at the top.

► On the Board

(subjects should be ones that have come up in the lesson – see example table)

Welcome Back!



<i>maths</i>		
<i>English</i>		
<i>PE</i>		
<i>history</i>		
<i>geography</i>		
<i>science</i>		

- Ask *Whose favourite subject is (eg) maths?*
- Count the number of students who raise their hands and write this number next to maths in the table on the board, in the column with the smiley face.
- Do the same for the other subjects.
- Now go through the subjects in the same way, this time asking *Whose least favourite subject is (eg) maths?* and write the scores under the non-smiley face in the table.
- Elicit an interpretation of the results from students, asking *Which is the class's favourite subject?* and *Which is the class's least favourite subject?*

Background Information

- PE is the abbreviation used to refer to physical education lessons in British schools.

Reading

Aim: to give practice in scanning a text for specific information

- Briefly revise countries and nationalities by asking students where they are from and what nationality they are.

► On the Board

(countries and nationalities of students in class) eg

France	–	French
Greece	–	Greek
Sweden	–	Swedish

- Ask students to look at the photos of the four children they are going to read about and guess where they might be from.
- Go through the table with students and explain that the missing information is to be found in the text they are going to read.
- Give students about two or three minutes to scan the text for the information they need to complete the table. Tell them not to read everything in detail, but just to focus on the specific information they need.
- Elicit answers orally and write them on the board if you wish.

Name	Age	Nationality	Does he/she enjoy learning English?
Katerina	13	Greek	yes
Pedro	14	Spanish	no
Dana	12	Polish	yes
Oko	15	Ghanaian	yes

- 2 • Tell students to look at the six statements and then read the article again, this time focusing on finding whether the information in the statements is correct or incorrect. Point out that the statements are not necessarily in the order they appear in the article.
- Give them three or four minutes to do the exercise.
- Go over the answers orally, asking students to read out the sentence containing the relevant information.

- 1 A: 'We're always talking to each other, so sometimes the teachers have to tell us to be quiet!' (paragraph 4)
- 2 A: 'But I want to be a doctor when I'm older and these days doctors have to be able to speak English.' (paragraph 3)
- 3 B: 'I go to a language school several times a week, usually in the afternoons and evenings.' (paragraph 2)
- 4 A: 'You have to do a lot of the work yourself.' (paragraph 5)
- 5 B: 'Both my parents speak English quite well, so they help me with my homework when I get stuck.' (paragraph 4)
- 6 B: 'I'm in D class now, so we're starting a new book and beginning to prepare for the Cambridge First Certificate Exam, which we'll take in a couple of years or so.' (paragraph 2)

- 3 • Tell students to read through the questions and then scan the article for the answers. They should be quite familiar with the text by now, so they should only need a couple of minutes for this.
- Go over the answers orally.

1 D	2 K	3 K, O
4 K	5 O	6 P

Additional Task

- Write the following answers on the board and tell students to write the questions for them, referring back to the article if necessary:

► On the Board

- | | |
|-----------------------|--|
| 1 Fifteen years old. | 4 A bit boring. |
| 2 Greece. | 5 Because there are lots of kids in the class. |
| 3 An English teacher. | |

- If the students are finding it difficult to come up with the correct question forms, write the following question words on the board to help them:

► On the Board

How
Where
What
How
Why

Dictionary Corner

Aim: to develop an awareness of patterns

- Write this sentence on the board:

► On the Board

My mum made me to apologise to my brother.

- Ask a student to come up to the board and circle the mistake in the sentence. (extra word to)
- Now write a second sentence on the board:

► On the Board

She didn't _____ me go to the party.

- Elicit the missing word in the sentence (*let*).
- Explain that this is one pattern verbs can take (verb + object + bare infinitive), but there are others.
- Explain that adjectives take different patterns too (eg *able to do*, *capable of doing*).
- Ask students to do the exercise, referring back to the article to find the missing words if necessary.
- Explain that the words in bold show what the pattern is.
- Go over the answers orally.

1 good 2 help 3 able 4 fond 5 forward 6 beginning

Additional Task

- Elicit the general patterns and ask students to write them in their vocabulary book.

be good at doing
help someone with something
be able to do
be fond of doing
look forward to doing
begin to do

Additional Task

- Ask students to write or say their own sentences using these patterns.

Homework

- Assign exercises 1, 2, 3 on page 5 of the Workbook.

Homework

- Assign the Reading exercise on page 4 of the Workbook.

Grammar I

Present simple and present continuous

Aim: to consolidate students' understanding of the functions and usage of the present simple and continuous tenses

- Go through **Grammar database I** on pages 175-176 of the **Grammar database** with students, drawing their attention in particular to the emphatic present simple and the use of the present continuous to describe annoying actions and changing situations.

Additional Task

- Ask students to close their books.
- Write the first two letters of six adverbs on the board and spaces for the remaining letters as follows:

► On the Board

so _ _ _ _ _	al _ _ _ _
of _ _ _	us _ _ _ _
ju _ _	ne _ _ _

- Ask for volunteers among students to come up to the board and fill in the missing letters of the words (don't tell them at this stage what the words have in common).
- Elicit from students what the six words have in common (they are all adverbs of frequency).
- Ask students to make some example sentences about themselves using these adverbs.

sometimes, often, just, always, usually, never

- 1**
- Ask students to complete the exercise.
 - Go over the answers orally.

- | | |
|-----------------------|---------------------|
| 1 usually last | 5 is always telling |
| 2 we're revising | 6 is getting |
| 3 They're working out | 7 does work |
| 4 never shout | |

Additional Task

- Write the following sentences on the board and ask students to correct them orally, using the emphatic present simple and beginning *No, actually ...*

► On the Board

- | | |
|---------------------------------------|-------------------------------|
| 1 Most children don't like chocolate. | 3 It doesn't rain in England. |
| 2 Britney Spears isn't a good singer. | 4 We don't like holidays. |
| | 5 It's time to go home. |

- No, actually most children do like chocolate.
- No, actually Britney Spears is a good singer.
- No, actually it does rain in England.
- No, actually we do like holidays.
- No, actually it isn't time to go home.

- 2**
- Ask students to complete the exercise.
 - When checking the answers, you may wish to write them on the board.

- | | |
|---------------------|----------------|
| 1 sometimes forgets | 4 always tells |
| 2 'm/am trying | 5 are getting |
| 3 have just started | 6 often takes |

- 3**
- Go through number 1 of the exercise with students, writing the answer on the board.

► On the Board

*Does Katerina want to see her teachers again?
Katerina doesn't want to see her teachers again.*

- Ask students to do the rest of the exercise on their own.
- Go over the answers orally.

- Does Katerina want to see her teachers again?
Katerina does not / doesn't want to see her teachers again.
- Do Pedro, Dana and Oke have plans for the future?
Pedro, Dana and Oke do not / don't have plans for the future.
- Am I the youngest in the class?
I am / I'm not the youngest in the class.
- Is Dana sitting next to Alicia?
Dana is not / isn't sitting next to Alicia.
- Are you starting a new book this year?
You are not / aren't starting a new book this year.
- Are they getting ready to go home?
They are not / aren't getting ready to go home.

Additional Task

- Ask students to think of a question using the simple present or present continuous tense.
- Ask different pairs of students to ask and answer each other's questions.
- Ask the rest of the class to listen and note down any mistakes in the question forms they hear.
- Elicit any corrections after each pair has spoken.

Homework

- Assign exercises 1, 2, 3, 4, 5 on pages 5 and 6 of the Workbook.

Listening

Aim: to give practice in listening for specific information

- 1**
- Elicit from students the subject shown in each picture.

- science / chemistry
- maths
- geography
- French
- PE

- 2 • Explain to students that they are going to hear the four children they read about earlier talking about their school life. They must do two things: (1) match each speaker to the subject they talk about and (2) circle how often they do the subject from the choices given.
- Go over the expressions of frequency in the written part of the exercise (*every day, once a week*, etc) and make sure students understand them.
- Play the CD. **CD 1, Track 2**
- Check the answers orally.

1 e: once a week 3 b: every day
2 a: three times a week 4 d: four times a week

- 3 • Choose different students to read questions 1-4 aloud.
- Tell students they must listen for the answers to these questions, but that they don't have to write full sentences.
- Play the CD again. **CD 1, Track 3**
- Check the answers orally.

1 gymnastics 2 experiments 3 a calculator 4 French grammar

Homework

- Assign the Listening exercise on page 9 of the Workbook.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of education

- 1 • Ask students to do the exercise in pairs.
- Check answers orally.

Errors To Watch Out For

- The words *subject* and *lesson* are often confused by students. Make sure they understand that a subject is what a lesson teaches (eg *history, maths*), while a lesson is the actual period in which you have instruction on a subject.

1 d 2 f 3 a 4 b 5 g 6 e 7 c

- 2 • Ask students to complete the advertisement in pairs.
- Point out that although there are different possibilities for some of the gaps, they should find the most suitable word in each case and use each word only once.
- Check the answers orally.

missing words in the following order:
courses, revision, timetable, lessons, break, report, subject

- Elicit from students which nouns from exercise 1 go with which of these verbs.

to have: a break, a lesson
to write: a report
to do: revision, a course, a subject
to take: a course, a break
to learn: a subject
to study: a subject (NOT a lesson)

Homework

- Assign exercises 1, 2 on page 7 of the Workbook.

Grammar 2

Stative verbs

Aim: to introduce stative verbs and familiarise students with their functions and usage

- 1 • Go through **Grammar database 2** on pages 176 and 177 of the **Grammar database** with students, drawing their attention in particular to verbs that have different stative and non-stative meanings.
- Ask students to work with their partners to complete the exercise.
- Go over the answers orally.

1x 2x 3✓ 4x 5✓ 6✓ 7x

Additional Task

- Write the following sentences on the board and ask students to complete them with an appropriate verb in the correct form (either present simple or continuous).

► On the Board

1 I ____ you! Will you marry me?
2 She ____ to work harder if she wants to go to university.
3 He ____ very unhappy most of the time.
4 I ____ of joining a gym.

1 love 2 needs / has 3 's/is / seems / appears / feels
4 'm/am thinking

- 2 • Explain to students that this exercise is in the form of a school report written by a teacher about a student.
- Ask students to read the report and complete it with the correct form of the verbs in brackets, paying special attention to the verbs that have different meanings in their stative and non-stative forms.
- Go over the answers orally.

1 am 2 seems 3 think 4 likes 5 are doing 6 is
7 do want 8 believes 9 does not/doesn't 10 doubt
11 know 12 is thinking 13 wish

Additional Task

- Write the following verbs on the board:

► On the Board

to have
to write
to do
to take
to learn
to study

Soundstation

Aim: to give practice in recognising the sounds /ɪ/ and /i:/

- Ask students to look at the cartoon and elicit what the communication problem was.

She had said 'ship' but he had heard 'sheep'.

- Before listening, ask different students to read the pairs of words aloud.
 - Ask students to listen to the recording and pay attention to the difference in pronunciation between the two words in each pair.
 - Play the CD, stopping after the final word in the list of pairs, *cheek*. **CD 1, Track 4**
 - For each pair, elicit which word contains the long vowel sound /i:/ and which the short vowel sound /ɪ/. (Don't, however, introduce them to the phonetic symbols for these sounds.)

words containing the short vowel sound /ɪ/ are: pill, ship, grin, lid, filling, chick

words containing the long vowel sound /i:/ are: peel, sheep, green, lead, feeling, cheek

NB The words 'filling' and 'feeling' both contain the /ɪ/ sound in the second syllable 'ing'.

- Give students a minute to look through the sentences.
 - Explain that they will hear only one of the two words in bold on the CD and that they have to circle the one they hear.
 - Play the second part of the CD **CD 1, Track 5**.
 - When checking the answers, you may wish to write them on the board.

1 peel 2 ship 3 grin 4 lid 5 feeling 6 chicks

Additional Task

- Elicit any more minimal pairs students know containing the sounds /ɪ/ and /i:/ and write them on the board.

► On the Board

Students' answers, eg *it / eat, sit / seat, fit / feet, lip / leap*

- Ask a student (Student A) to pronounce one of the words on the board or from exercise 1.
- Ask a different student (Student B) to spell out the word they hear.
- Student A then confirms whether this was indeed the word they meant to say.
- Repeat with different pairs of students.

Homework

- Assign exercises 1,2,3,4,5 on pages 7 and 8 of the Workbook.

Speaking

Aim: to give practice in asking about and giving personal information

- Elicit from students who Katerina Xentidi is.
 - Tell students they are going to listen to an interview with her; but that they should focus not so much on what she says, but how she says it.
 - Go through questions 1-3 with students.
 - Play the CD. **CD 1, Track 6**
 - When going over the answers, point out that in natural speech people do use one-word answers sometimes, but that it's good to get into the habit of giving fuller answers in preparation for the FCE speaking test.
 - Also point out that words like *well* and *oh* are useful words to use in speech when you are trying to think about what to say next.

1 no 2 no 3 yes

- Go through the list of questions, addressing them to different students.
 - Stop after each question to give all students time to note down their own answers. (They should leave the column for their partner's answers blank for the moment.)
- Ask students to look back at the questions in exercise 2 and use them to interview their partner; noting down his/her answers in the spaces provided.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Remind students that they can use the useful phrases from the box if they wish.
 - Tell them they should avoid giving one-word answers and should try and use fillers like *well* and *oh* in the way that Katerina did on the CD.
 - They should then swap roles and let their partner interview them.
 - Go round the class asking different students questions about their partners (eg *What's Nina's favourite subject? Why?*)
 - Alternatively, you could ask students to copy their notes about their partner onto a separate piece of paper and collect them. You could then read out different sets of interview notes about different members of the class (eg *He or she usually plays football at the weekend. He or she wants to be a singer.*). The rest of the class have to guess who is being described in each case.

Additional Task

- Tell the class they are going to have a chance to interview you!
- Ask them to think of a question (which is not too personal!) that they would like to ask you and write it down.
- Go round the class, responding to each student's question.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students if they keep or have ever kept a diary and elicit different reasons why someone might want to do so.
- Ask students to look briefly at the text and say if there's anything unusual about it (the date of the diary entry is 2075 AD!).
- Go through the first couple of sentences of the text with students and elicit the missing words for gaps 1-3.
- Ask students to work in pairs to complete the exercise. Tell them they can refer back to previous exercises if necessary.
- Go over the answers orally.

1 b 2 a 3 c 4 b 5 a 6 d 7 b 8 a 9 b 10 d

Additional Task

- Elicit spoken answers to the following comprehension questions about the text:
 - 1 What is telepathy?
 - 2 What do the letters PLS stand for?
 - 3 What's the writer's favourite subject?
 - 4 What do you think you learn in Efficient and Effective Shopping?
 - 5 What's the subject of the writer's geography test the next day?

1 communication without words / mind reading
 2 Practical Living Skills
 3 Efficient and Effective Shopping
 4 probably, how to shop sensibly
 5 tourist resorts on Mars

Additional Task

- Ask students to try and think up another school subject, apart from those mentioned in the text, that might exist in the future and give it a title. Encourage them to be as imaginative as possible.
- Choose different students to write the name of their futuristic subject on the board, while the rest of the class tries to guess what it involves.

Writing

Paragraphing

Aim: to develop an understanding of paragraphing in letters

- 1 • Explain that the paragraphs of the letter are in the wrong order.
 - Ask students to find the introductory part of the letter (*Dear Donna*).
 - Ask them to work in pairs to do the rest of the exercise.
 - Go over the answers orally, getting different students to read out different paragraphs.

1 C 2 F 3 G 4 B 5 D 6 E 7 A

- 2 • Make sure students realise that parts 1,2,3 etc refer to the letter after it's been ordered correctly (eg part 1 is C in exercise 1). They can write their answers from exercise 1 to the left of the numbers to help them.
 - Give students a couple of minutes to match up the parts with their purpose.
 - When checking answers, you may wish to write them on the board.

1 d 2 b 3 f 4 a 5 c 6 e

Additional Task

- Ask students to close their books.
- Ask different students to tell you one fact about Penny they can remember from her letter.

Homework

- Assign exercises 1,2,3 on page 9 of the Workbook.

Get Ready to Write

Informal letter

Aim: to prepare students to write an informal letter to a penfriend

- 1 • Elicit the meaning of the word *informal* and ask students what the opposite is (*formal*).
- Ask them for examples of informal types of writing (eg a letter to a friend, some magazine articles, some adverts) and formal types of writing (eg a letter applying for a job, a newspaper article).
- Ask them whether the letter they read in exercise 1 was formal or informal (*informal*).
- Elicit from students what contractions are. Write some examples of uncontracted phrases on the board and elicit the contracted forms:

► On the Board

he does not, they have got, we are not, you are

- Point out that contractions tend to be used more in informal than formal writing.
- Choose different students to read a paragraph each of the letter aloud, while the rest of the class follow in their books.
- Ask students a few comprehension questions (eg *What do we find out about the writer's interests? What is he going to do after writing the letter?*).
- Ask students to work through the exercise in pairs.
- Go over the answers orally.

- 1 Gary
- 2 Adam
- 3 The following should be underlined: How's (line 2), can't (line 6), wasn't (line 8), I'm (line 11), we've (line 13), We're (line 14), we've (line 15), I'd (line 17), I've (line 17)
- 4 Either of the following should be underlined: *Sounds like you had a great time in Switzerland.* (line 3) *Boring!* (line 6)
- 5 The punctuation around the word *unfortunately* (line 18) should be circled (the use of brackets to add a comment and the exclamation mark are very chatty in style).
- 6 a How's it going? b Thanks a lot. c we've got d loads of
- 7 Write soon!, All the best,
- 8 Four

- 2 • Go through the questions that students will have to answer in the letter they write and elicit example answers for each one.

- 1 eg Emma / Juan / Dominic
- 2 eg say you hope their sister is better / thank them for the birthday present they sent you
- 3 eg awful / great / not as bad as I expected
- 4 eg I saw all my friends again / I've got a new teacher
- 5 eg I'm having a party next week / I'm going to a pop concert
- 6 eg Dinner's ready / I've got to take the dog for a walk

- 7 eg (first) Write soon / Take care / Stay in touch
(second) All the best / Lots of love
- 8 their own names, eg Kostas / Nancy / Bettina

- 3 • Tell students they should follow the general paragraph layout of the two model letters in their plan.
- Ask students to go to their Composition Planner on page 152 and give them about five minutes to write a brief plan for their letter.
- Check their plans.

Homework

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- Ask students to shut their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:
 - 1 language
 - 2 beginning
 - 3 revision
 - 4 filling
 - 5 usually
 - 6 course
 - 7 sheep
 - 8 uniform
 - 9 friendly
 - 10 unfortunately
- Ask students to swap their answers with their partner and mark them.
- You may wish to write the words on the board for them to check.

Target Language

Grammar: past simple and past continuous / *used to* and *would*

Lexis: mysteries / collocations

Reading skills: reading for gist

Listening skills: listening for location

Speaking skills: describing photographs

Writing skills: descriptive language / short story

Pronunciation skills: /ɪ/ and /i:/ production

- Ask students what the unit title is.
- Ask them to think of something weird (eg aliens, a dream they once had, a type of music).
- Ask them if they've ever had any weird experiences.
- Elicit any synonyms they know for *weird* and write them on the board (give them the first letter or two of the words if they're having difficulties).

► On the Board

strange, unusual, odd, peculiar, mysterious, bizarre

Get warmed up!

Aim: to introduce the topic of strange experiences through personal responses

- Write the key structures for answering the questions on the board:

► On the Board

I'd be ..., I'd ...

- Elicit what *I'd* is a short form of (I would) and why it is used here (because it refers to an unreal event, i.e. the answers are hypothetical).
- Give students a short time to discuss the questions in pairs or in small groups.
- Address the three questions to the class as a whole and elicit answers from different students.

Students' answers.

Reading

Aim: to give practice in reading for gist

- 1 • Ask students to look at the pictures and elicit suggestions as to what the text they are going to read might be about.
- Read (or ask a student to read) the title and introductory sentence of the text and explain any vocabulary students are unfamiliar with (eg *fearless*, *investigates*).
- Ask students to read the text as quickly as possible and match the four stories to the pictures. (Tell them they shouldn't read every single sentence word for word to find the answers. Explain that they will have another chance later on to read the text in more detail.)
- Check answers orally and/or by writing them on the board.

1c 2d 3a 4b

- 2 • Go through the possible headings for the stories with students, explaining any words they are unfamiliar with (eg *witnesses*).
- Ask students to read the article in more detail this time and to decide with their partners which heading is the most suitable for each story.
- Check answers orally and/or by writing them on the board, getting students to justify their choices and give reasons why the other headings are unsuitable.

1b 2a 3c 4c

- 3 • Ask different students to read the sentences aloud, explaining any unfamiliar vocabulary (eg *colleagues*, *community*, *vanished*) as you go along.
- Pause after each sentence to give students time to jot down their answers. (They should refer back to the text if necessary.)
- Check answers orally and/or by writing them on the board.

1c 2e 3a 4b.

Homework

- Assign the Reading exercise on page 10 of the Workbook.

Additional Task

- Choose one student from each pair in the class and assign him/her the role of one of the people in the stories (eg Jimmy Carter; Christopher Davis, one of the flight attendants, etc).
- Tell the other students in the pairs that they are going to play the role of reporters and interview their partner about their strange experience.
- Give students a few minutes to prepare their roles (i.e. those playing the people in the stories should refamiliarise themselves with the information about 'themselves' and those playing the reporters should note down the questions they want to ask in their interview).
- Ask students to carry out the interviews with books closed, while you monitor them closely.
- Give feedback on students' performances, pointing out general strengths and weaknesses.
- Ask one or two pairs to come to the front of the class to perform their role-play.

Additional Task

- Assign one of the four stories to each pair of students.
- Ask them to come up with a logical explanation for what happened in the story they have been given.
- Taking each story in turn, ask one student from each pair to explain to the rest of the class what 'really' happened.
- When each pair has spoken, take a class vote on which was the most believable explanation for each story.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of mysteries

- Ask students to do the exercise in pairs.
- Check answers orally and/or by writing them on the board.

- 1 odd
- 2 weird
- 3 bizarre
- 4 vanished
- 5 appeared
- 6 scared
- 7 experience
- 8 incident

Errors To Watch Out For

- Students often use the wrong adjectival form, eg *scared* instead of *scary*, *frightened* instead of *frightening*. If they make this mistake, point out that the *ed* forms are used to describe people's feelings and the other forms to describe things, experiences and situations.

Homework

- Assign exercises 1,2,3 on page 10 of the Workbook.

Grammar I

Past simple and past continuous

Aim: to consolidate students' understanding of the functions and usage of the past simple and continuous tenses

- 1 • Go through **Grammar database 3** on pages 177 and 178 of the **Grammar database** with students, drawing their attention in particular to irregular verbs in the past simple, the emphatic past simple and the different uses of the past simple and past continuous forms.
- Ask students to do this exercise on their own and then compare their answers with their partner's.
- Check answers orally and/or by writing them on the board.

The following should be underlined:

(story 1) three consecutive sentences from: *He was waiting to suddenly disappeared.*

(story 2) one sentence: *In 1988, seventeen-year-old ... across a field.*

(story 3) one sentence: *Pilot Bob Loft ... Florida in 1972.*

(story 4) one sentence: *Cooking pots ... left at all.*

Example of the emphatic past simple: *a fire did break out* (story 3, final sentence)

Additional Task

- Write the following on the board:

► On the Board

- 1 *I was sitting at my desk when ...*
- 2 *..., a spaceship landed in the garden.*
- 3 *As I was eating my lunch ...*
- 4 *..., the lights suddenly went off.*

- Ask students to complete the missing halves of the sentences as imaginatively as possible, using the correct tenses.
- Ask different students to read out their answers.

- 2 • Elicit the answer to question 1 and write it on the board as an example:

► On the Board

- 1 *Did Naomi see a UFO last week?*
Naomi did not / didn't see a UFO last week.

- Ask students to complete the exercise on their own.
- Check answers to 2-6 orally and/or by writing them on the board.

- 1 Did Naomi see a UFO last week?
Naomi did not / didn't see a UFO last week.
- 2 Was Bob Loft flying the plane?
Bob Loft was not / wasn't flying the plane.
- 3 Were the people standing there amazed?
The people standing there were not / weren't amazed.
- 4 Did the ghosts suddenly disappear?
The ghosts did not / didn't suddenly disappear.
- 5 Was it the planet Venus?
It was not / wasn't the planet Venus.
- 6 Was he driving his car when he saw the creature?
He was not / wasn't driving his car when he saw the creature.

- 3 • Ask students to look at the picture and say what they think happened.
- Elicit the simple past tenses and present participles of the verbs *sit*, *see*, *feel*, *find*, *run*, *hear* and write them on the board:

► On the Board

- sat – sitting*
saw – seeing
felt – feeling
found – finding
ran – running
heard – hearing

- Ask them to complete the exercise, working with their partner if necessary.
- Check answers orally and/or by writing them on the board.

- | | |
|---------------|--------------|
| 1 had | 11 closed |
| 2 was sitting | 12 was going |
| 3 was | 13 was |
| 4 turned | 14 opened |
| 5 got | 15 found |
| 6 looked | 16 ran |
| 7 was | 17 heard |
| 8 was walking | 18 was |
| 9 saw | 19 happened |
| 10 felt | |

Homework

- Assign exercises 1,2,3,4 on pages 11 and 12 of the Workbook.

Listening

Aim: to give practice in listening for location

- 1** • Elicit the place each of the pictures shows.

- a a school science lab
b a record shop
c a bedroom
d an office
e a theatre

- 2** • Explain to students that they are going to listen to four people talking and have to match the experience described with the picture (a, b, c, d or e) that shows where it took place.
- Play the CD once. **CD 1, Track 7**
 - Check answers orally and/or by writing them on the board.

Speaker 1: b
Speaker 2: e
Speaker 3: a
Speaker 4: c
(picture d not referred to)

- 3** • Give students a couple of minutes to read through the questions.
- Make sure they understand that only one out of the three answer choices is correct for each question.
 - Play the CD again. **CD 1, Track 8**
 - Check answers orally and/or by writing them on the board, and elicit why the other answer choices are wrong (eg 3c – we don't know that the clock broke because they looked at it. It could have been a coincidence).

1c 2b 3b 4a

Homework

- Assign the Listening exercise on page 15 of the Workbook.

Additional Task

- Write the following words on the board and ask students to match them to the speaker who used them when describing their strange experience:

► On the Board

fireman smashed CDs
storm play hypnotist

fireman: speaker 2
smashed: speaker 3
CDs: speaker 1
storm: speaker 4
play: speaker 2
hypnotist: speaker 2

Dictionary Corner

Aim: to introduce and practise collocations

- 1** • Explain that in English certain words are used together.
- Write the following on the board and ask students to fill in the gaps in the sentences with the appropriate adjectives:

► On the Board

good / fine / lovely
That's a ____ dress.
How are you? ____, thanks.
I wish you all ____ luck in the test!

- Explain that even though the three adjectives have similar meanings, they cannot be used interchangeably to describe these nouns.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board, making sure students understand the meanings of the phrases.

- | | |
|---------------|------------|
| 1 awake | 6 time |
| 2 asleep | 7 cut |
| 3 temperature | 8 motion |
| 4 escape | 9 voice |
| 5 away | 10 trouble |

- 2** • Explain any vocabulary you think students will have a problem with (eg *woods*, *panic*, *clap*).
- Ask students to complete the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.
 - Elicit ideas as to what the meaning of the dream could be.

- Ask students to tell you about any strange dreams they have had and invite interpretations from other members of the class.

- 1 had a high temperature
- 2 was fast asleep
- 3 take a short cut
- 4 for a long time
- 5 be far away
- 6 in slow motion
- 7 in a deep voice
- 8 be in big trouble
- 9 a narrow escape

Additional Task

- Tell students they are going to describe some dreams (real or imaginary) and should try and use some of the phrases from exercise 1 in their descriptions.
- Ask each student to take a piece of paper and write down the first sentence, which should set the scene for the dream.
- They then pass the piece of paper on to the person next to them, who reads what is written and adds the next sentence.
- The pieces of paper get passed around until each student has added something to them all.
- Ask each student to read out the dream they have in front of them.

Homework

- Assign exercise 1 on page 13 of the Workbook.

Grammar 2

Used to and would

Aim: to introduce *used to* and *would* to refer to the past

- 1 • Go through **Grammar database 4** on page 178 of the **Grammar database** with students, drawing their attention in particular to the difference in usage between the two and the negative and question forms of *used to*.
 - Ask students to do the exercise in pairs and to underline the mistakes in the incorrect sentences.
 - Check answers orally and/or by writing them on the board, eliciting the mistakes in the incorrect sentences.

The following sentences should be ticked: 1, 4, 5
The others are incorrect for the following reasons:
2: *would* should be *used to* 3: *thought* should be *think*

- 2 • Make sure students understand that they shouldn't change the form of the word given in any way.
 - Ask students to do the exercise on their own.
 - Check answers orally and/or by writing them on the board.

1 used to say 2 never used to believe 3 would do 4 used to see

Additional Task

- Write the following on the board:

► On the Board

When I was younger, I ...

sleep	eat	carrots	fairy stories
like	be	naughty	worms
		with the light on	

- Ask students to make three sentences about themselves using some of the information on the board and either *used to* or *would*, eg *When I was younger, I used to / didn't use to / would / wouldn't eat worms.*

Homework

- Assign exercises 1,2,3,4,5,6 on pages 13 and 14 of the Workbook.

Soundstation

Aim: to give practice in producing the sounds /t/ and /i:/

- 1 • Write the following words from Soundstation in Unit 1 on the board. Elicit the differences in pronunciation between them:

► On the Board

pill, peel	grin, green	filling, feeling
ship, sheep	lid, lead	chick, cheek

- 2 • Explain to students that they are going to play a game.
 - Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
 - Then, he/she says a sentence aloud, starting with *What an incredible* and finishing with the word that has been written down. For example, *What an incredible feeling.*
 - The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets 10 points. If one student votes (incorrectly) for, say, 'filling', the student who said the sentence only gets 9 points, etc. Every student who votes for the correct word gets five points.
 - Students keep their own score, and the winner is the person with the most points at the end of the game.

Speaking

Aim: to introduce *used to* and *would* to refer to the past

- 1 • Ask one or two students to briefly describe the two pictures.
 - Ask students to read through the phrases for Students 1 and 2 and say whether any of them were used just now by the students who spoke.
 - Tell them they are going to listen to two students describing the pictures and should tick any of the phrases they hear.
 - Play the CD once and again if necessary. **CD 1, Track 9**

Phrases to be ticked:

Student 1: this is a picture of; I don't think

Student 2: I'm not really sure; It seems to be; Perhaps it's a; it could be; it's difficult to tell

- 2** • Ask students to note down what they think pictures c-f show.
• Check answers orally and/or by writing them on the board.

- c a UFO
d a spoon moving
e a human monster/beast (the Yeti)
f a rope moving

- 7 know
8 did
9 went
10 vanished
11 took
12 Did

Background Information

- The Yeti (also known as the Abominable Snowman) is said to be a large, hairy creature that lives in the highest mountains of the Himalayas.

- 3** • Ask students to discuss the pictures in pairs while you monitor them closely. You may wish to have one student describing a picture while the other students listen.
• Give feedback on the performances in general.
- 4** • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
• Refer them to the *Speaking database* on page 174 before they do the task.
• Allocate the roles of Friend A and Friend B for each pair.
• Give them a couple of minutes to think about their roles and write the following phrases on the board:

► On the Board

Guess what? It was really scary No way!
You'll never believe it but ... You're kidding! What did it look like?

- Elicit which phrases might be used by Friend A and which by Friend B.
- Give students about five minutes to do the role-play activity, using some of the phrases on the board if they want, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Elicit what the photo is of (a military ship) and read through the introductory part of the report with students, making sure they understand the words *case*, *experiment* and *location*.
- Ask students to read the text, filling in the gaps with words they have met in the unit so far. (Ask them to try to work out the meanings of any words they don't know as they read rather than ask you.)
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what really happened to the ship.

- 1 did
2 watching
3 disappeared
4 were
5 stopped
6 felt

Additional Task

- Tell students they are going to recount a weird event (either real or unreal) to the class.
- Give them five minutes to note down a few details of the event.
- Ask different students to recount their weird event.
- When they have finished, other students can ask them some questions about it to try and work out whether or not it was true.
- For each one, take a class vote on whether it was true or false, before the narrator reveals the answer.

Writing

Descriptive language

Aim: to give students practice in using descriptive language

- 1** • Explain to students that it is important to use a variety of words when they write in order to make their writing interesting to read.
• Explain that they are going to find words in the list that have a similar meaning to those in 1-6, and write them in the appropriate box.
• Do number 1 with them as an example, telling them to find any words in the list that involve the action of saying.
• Ask them to complete the rest of the exercise individually or in pairs.
• Check answers orally and/or by writing them on the board.

- 1 state, answer, whisper, explain, scream, shout, promise, claim, ask, wonder, reply, suggest
2 glimpse, stare, notice, watch, glance, gaze
3 wonderful, great, fantastic, terrific, excellent, brilliant, amazing, marvellous
4 terrible, disastrous, awful, dreadful, horrible, rubbish
5 huge, enormous
6 tiny

Additional Task

- Tell students they will have to describe the things you say in one word without using the words *good*, *bad*, *big* or *small* (i.e. using synonyms of these adjectives from the previous exercise).
- Say the following and choose different students to give you an adjective: *the weather today*; *English homework*; *the last English composition you wrote*; *pizza*; *the Loch Ness Monster*; *a mosquito*.

- 2 • Tell students to choose an appropriate word from exercise 1 to complete each gap. Verbs from boxes 1 or 2 may need to change form.
- Check answers orally and/or by writing them on the board.

A variety of answers is possible.

Homework

- Assign exercises 1,2,3,4 on pages 14 and 15 of the Workbook.

Get Ready to Write

Short story

Aim: to prepare students to write a short story

- 1 • Choose different students to read a paragraph each of the story.
- Elicit the answer to question 1.
- Ask students to do questions 2-10 either individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 past simple
- 2 either *was travelling* (paragraph 1) or *was telling* (paragraph 3) should be underlined
- 3 *explained, asked, promised* (paragraph 2) *telling* (paragraph 3) *reminding* (paragraph 4) *shouted* (paragraph 4)
- 4 past perfect
- 5 informal
- 6 formal
- 7 four
- 8 two
- 9 great
- 10 yes

- 2 • Make sure students understand that they must include the words given at the end of the composition they are going to write.
- Ask students to spend a few minutes making notes in answer to these questions, which will form the basis of their composition.
- Go through the questions eliciting ideas from different students.
- 3 • Ask students to go to their Composition Planner on page 153 and give them about five minutes to write a brief plan for their story.

Homework

- Assign the writing of the story students have planned in their Composition Planner; telling them to write between 120 and 150 words.
- Tell students they will write a first version of this story and give it to you. Their story will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their story to you.

Additional Task

- Ask students to shut their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:

1 *disappear* 2 *creature* 3 *weird* 4 *ghost* 5 *deep* 6 *scientist*
7 *great* 8 *horrible* 9 *scared* 10 *odd*

- Ask students to swap their answers with their partner and mark them.
- Check answers by writing them on the board.

Units 1 - 2 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 1 and 2.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately thirty minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for this test is 49 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 1 and 2 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 1 has been completed and exercises 2, 5, 6 and 7 after Unit 2 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.
- Check answers orally and/or by writing them on the board.

1

- 1 of doing
- 2 to going
- 3 with
- 4 at
- 5 to write
- 6 to understand

2

- 1e 2g 3b 4a 5h 6c 7d 8f

3

- 1 lesson
- 2 report
- 3 subject
- 4 revision
- 5 break
- 6 timetable
- 7 course

4

- 1 My sister **wants** me to help her with her homework.
- 2 correct
- 3 Tony often **forgets** to bring his books to class.
- 4 correct
- 5 Sarah **doesn't** really **like** her geography teacher.
- 6 What **are** you **thinking** about at the moment?
- 7 Where **does** Dana Banach **live**?

5

- 1 jumped, tried
- 2 wrote
- 3 was watching, fell
- 4 Were you, heard
- 5 was not / wasn't driving, had

6

- 1 was
- 2 to
- 3 did
- 4 being
- 5 would
- 6 were

7

- 1 are doing
- 2 are
- 3 were playing
- 4 appeared
- 5 saw
- 6 was
- 7 had
- 8 flew
- 9 do not / don't believe
- 10 do think

Unit 3

Target Language

- Grammar:** countable and uncountable nouns / articles
- Lexis:** crime / phrasal verbs (with off)
- Reading skills:** logical cohesion
- Listening skills:** listening for location
- Speaking skills:** expressing opinion and giving reasons
- Writing skills:** discursive words and phrases / essay
- Pronunciation skills:** stress production in expression of opinion

- Ask students what they understand by the unit's title (*it refers to the idea that there are no two ways about it – you have to abide by the law!*).

Get warmed up!

Aim: to introduce the topic of crime and the law through general discussion

- Ask students in pairs, in small groups or individually to write down as many crimes as they can think of in two minutes.
- After the two minutes are up, elicit as many crimes as possible from students and write them on the board. You might want to distinguish between serious and less serious crimes.

(suggested answers) theft, drug smuggling, kidnapping, terrorism, hijacking, drinking and driving, forgery, fraud, shoplifting, speeding, not wearing a helmet on a motorbike, not wearing a seatbelt, parking on a double yellow line

- Give students a short time to discuss the questions in pairs or in small groups. Then have a class discussion based on the two questions. Encourage quieter students to join in by directing questions at them.

(suggested answers) first question: possible reasons for committing crimes: poverty, boredom, political beliefs, jealousy, selfishness, desire to get rich
second question: students' answers

Reading

Aim: to develop an understanding of cohesion in texts

- Ask students to look at the cartoon and elicit suggestions as to what it is about by asking the following questions: *What is happening? Why has the man been arrested? Is this a normal reason to arrest someone?*
- Tell them it will all be explained in the text they are going to read.
- Ask students to read the article as quickly as possible to find the answers to questions 1-3. Point out that the paragraphs are not in the correct order and there are some missing sentences, which they should ignore for the moment.

The Law's the Law

- Check answers orally and/or by writing them on the board.

- on Christmas Day
- in Atlanta (USA)
- a human face

Background Information

- Mince pies are small round pies filled with a mixture of raisins, apple, sugar, etc. They are traditionally eaten at Christmas in Britain.*

- Ask students to read the article more carefully this time and put the paragraphs in the correct order. The first one has been done for them.
- When they think they have found the correct order, they should check their answers with their partner's.
- Check answers orally and/or by writing them on the board, eliciting what the links are between the paragraphs.

2E 3D 4C 5B

- Ask students to complete this exercise individually or in pairs, again using the words in bold as a clue to the position of the sentences.
- Tell them there are two approaches to this exercise: they can either read the sentences first and decide where they go in the text, or they can read the text again from the beginning and then choose the sentence that fits each gap.
- Make sure they realise that, when trying to work out whether or not a sentence fits in a particular position in the text, they should look both at what comes before and after the gap.
- Check answers orally and/or by writing them on the board, again eliciting the links between the missing sentences and the surrounding text.

1c 2e 3a 4f 5d 6b

Homework

- Assign the Reading exercise on page 17 of the Workbook.

Additional Task

- Write the names of some countries on the board:

► On the Board

France Britain Germany Spain Greece Italy

- Tell students they have to choose a country and make up a strange law that might exist there (eg *In Greece, it's illegal to drive slowly!*) – the sillier, the better!
- Ask different students to read out their laws and, at the end, ask the class to decide which was the silliest.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of crime and the law

- 1 • Ask students to complete the exercise on their own, paying special attention to verb forms.
- Check answers orally and/or by writing them on the board.

1 committing, crime
2 against, law
3 arrested
4 illegal
5 breaking
6 under arrest

- 2 • You may want to use this exercise as an opportunity to give students practice in using an English dictionary (in which case you will need one dictionary per pair of students).
- Ask students to look at the entry for the word *murder* and explain what the different abbreviations and phonetics stand for; then show them how to find the related word *murderer*.
- Ask them to complete the exercise in pairs, using the dictionary if necessary, and go round the class answering any queries they may have.
- Check answers orally and/or by writing them on the board.
- Elicit the differences in meaning between the words burglar, thief and robber (a burglar breaks into a house and steals from it, while a thief or a robber steals from a place or a person).

burglary: burglar
theft / stealing: thief
robbery: robber
shoplifting: shoplifter
smuggling: smuggler
law: lawyer, outlaw
crime: criminal
prison: prisoner
police: policewoman

Additional Task

- Ask students to write down the verbs that describe the crimes in exercise 2.
- Check answers orally and/or by writing them on the board.

to murder
to burgle
to steal
to rob
to shoplift
to smuggle

Homework

- Assign exercises 1,2,3 on page 18 of the Workbook.

Grammar I

Countable and uncountable nouns

Aim: to consolidate students' understanding of countable and uncountable nouns

- 1 • Go through **Grammar database 5** on page 179 of the **Grammar database** with students, drawing their attention in particular to nouns that can be both countable and uncountable.
- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit the different meanings of the countable and uncountable forms of the words in the third column (eg a glass is something you drink out of, while glass is the actual material).

always countable: job, suitcase, person

always uncountable: advice, money, news, information, knowledge, food, furniture, luggage

both countable and uncountable: glass, cake, hair; chicken, chocolate, sheep, crime, law, time, work

Additional Task

- Tell students they are going to play a memory game.
- Write the following nouns on the board, eliciting whether each is countable or uncountable:

► On the Board

money
hat
book
suitcase
chocolate
fruit
umbrella
map
camera
towel
soap
toothpaste

- Tell students they have to imagine they went on holiday and are remembering what they took with them.
- Choose a student to start with the words, *I went on holiday and I took ...* and choose one of the items on the board (eg *some books*) to complete the sentence.
- Choose another student, who will continue, *I went on holiday and I took some books and ...* (s/he will choose another item from the list on the board to add here).
- The game continues in this way, with each student having more and more items to remember (they must also remember them in the correct order).
- The game finishes when all the items on the board have been mentioned – the winner is the student who managed to remember the most items in the correct order.

- Encourage students to correct each other if they use the wrong articles before words (eg 'a' toothpaste instead of 'some' toothpaste).

- 2** • Ask students to do this exercise, referring to **Grammar database 5** if necessary.
- Check answers orally and/or by writing them on the board.
 - Elicit the meaning of *works* (eg a work of art, two works of art).

1 was
2 is
3 work
4 much
5 amount
6 Few

- 3** • Ask students to complete this exercise on their own.
- Check answers orally and/or by writing them on the board.

1 *many* should be *much*
2 *luggages* should be *luggage* or *suitcase*
3 *lots* should be *lot* or *Lots of*
4 *an* should be *some*
5 *chocolates* should be *chocolate*
6 *are* should be *is*

Additional Task

- Ask students to make sentences using the words that they underlined in sentences 1, 3, 4, 5 and 6 of exercise 3 correctly ('luggages' in number 2 does not exist as a word).
- Elicit possible answers and write some examples on the board.

Students' answers (five sentences, each using one of the following words correctly: *many, lots, an, chocolates, are*)

Homework

- Assign exercises 1,2,3,4,5 on pages 18 and 19 of the Workbook.

Listening

Aim: to give practice in listening for location

- 1** • Elicit what each of the pictures shows.

a a court
b a prison cell
c a living room
d a clothes shop
e a police station

- 2** • Explain to students that they are going to listen to five people talking and have to match the speaker with the picture (a, b, c, d or e) of the place referred to.
- Play the CD once. **CD 1, Track 10**
 - Check answers orally and/or by writing them on the board.

Speaker 1: c
Speaker 2: d
Speaker 3: e
Speaker 4: a
Speaker 5: b

- 3** • Ask students to read through the statements.
- Tell them to be careful when listening because statements may be designed to seem true when they're not.
 - Play the CD again. **CD 1, Track 11**
 - Check answers orally and/or by writing them on the board.
 - You might like to elicit who the other speakers (apart from the prison guard) were (the victim of a burglary, a shop assistant, a policeman, a judge).

Speaker 1: False
Speaker 2: False
Speaker 3: True
Speaker 4: False
Speaker 5: True

Homework

- Assign the Listening exercise on page 22 of the Workbook.

Dictionary Corner

Aim: to give practice in using phrasal verbs with *off*

- Ask students to shut their books and write down any phrasal verbs they know with *off*.
- Elicit the verbs they have thought of and their meanings.
- Ask students to open their books again and do the exercise, referring to the Phrasal verb database on page 172 if necessary.
- Check answers orally and/or by writing them on the board.
- You might like to elicit one word synonyms for the phrasal verbs in numbers 3, 5 and 7: go off (explode), take off (remove), get off (leave).

1 turned off
2 made off
3 went off
4 let, off
5 took off
6 took off
7 got off

Additional Task

- Ask students to choose one of the phrasal verbs from the exercise above and make a sentence using it.
- Ask different students to read out their sentence, substituting the verb with a beep sound (or two if the verb is separated). (eg He beep his clothes and jumped in the shower: beep = took off)
- The rest of the class have to guess what the missing phrasal verb is; whoever shouts out the answer first (and gets the verb tense right) has the next turn at reading out their sentence.

Homework

- Assign exercises 1,2 on page 20 of the Workbook.

Soundstation

Aim: to give practice in correct stress production when giving an opinion

- 1 • Give students some oral examples of sentences where there is a definite stress on one word in particular (eg This food is awful! / No, the film is on tomorrow night, not tonight).
 - Ask students to read and listen to the four sentences at the same time, paying attention to where the stress is placed.
 - Play the CD once, and then again, if necessary.
- CD 1, Track 12**
- Check answers orally and/or by writing them on the board.

The following words should be circled:
1 me 2 I'm 3 my 4 me

- 2 • Ask different students to read out the sentences, making sure they are producing the correct stress patterns.
- Read out the sentences again, sometimes putting the stress obviously on the wrong word.
- Ask students to listen very carefully and elicit from them whether or not the stress was in the correct place.

Grammar 2

Articles

Aim: to develop students' understanding of the use of articles

- Go through **Grammar database 6** on pages 180 and 181 of the **Grammar database** with students, drawing their attention to the (many) exceptions to the rules about article use.
- Ask students to do the exercise, referring to **Grammar database 6** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 the
- 2 The
- 3 —

- 4 The
- 5 a
- 6 a
- 7 —
- 8 —
- 9 the
- 10 a
- 11 a
- 12 the
- 13 —
- 14 a
- 15 an
- 16 —
- 17 a
- 18 the
- 19 —
- 20 The

Additional Task

- Divide students into two teams (A and B) and tell them they are going to play a game that will test their knowledge of articles.
- Draw two columns on the board with the headings 'Team A' and 'Team B'.
- Tell each team to come up with four sentences using one of the articles 'a', 'an', 'the' or no article at all, referring to the examples in **Grammar database 6** to help them.
- Once each team has written their four sentences, they should change two of them to make them incorrect, either substituting one of the articles for a different one, removing it altogether or adding one where there shouldn't be one.
- Check both teams' sentences to make sure they have made two correct and two incorrect ones.
- Ask a member of Team A to read out one of their sentences.
- A member of Team B should write down the sentence and the team as a whole should decide a) whether or not the use of articles is correct, and b) if it is incorrect, what the correct version is. (NB They are not allowed to refer to **Grammar database 6** or their Student's Book at this point.)
- If Team B correctly identifies whether the use of articles is correct or not, they get 2 points; if they correct an incorrect sentence accurately, they get a bonus point; and for either of the parts they get wrong, Team A scores 1 point.
- Keep the score for the two teams on the board.
- The teams take it in turn to test each other until all the sentences have been read out and the winning team is the one with the most points at the end.

Homework

- Assign exercises 1,2,3,4,5,6 on pages 20 and 21 of the Workbook.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Go through question 1 with the class and elicit the answer, writing it on the board as an example:

► On the Board

*The thief escaped on a motorbike.
off
The thief made off on a motorbike.*

- Ask students to complete the rest of the exercise.
- Check answers orally and/or by writing them on the board.

- 1 off
- 2 you off
- 3 the law
- 4 a crime
- 5 lot of
- 6 off
- 7 a few

Speaking

Aim: to give practice in expressing opinion and giving reasons

- 1 • Have a class discussion based on the first two questions, telling students to try and use some of the phrases. (Let students refer to the list of punishments for question two only after they have come up with some ideas of their own).
- Tell students to pay special attention to word stress when giving their opinion.
- Give students a couple of minutes to jot down some ideas in pairs in answer to question 3.
- Check answers to question 3 orally.

1 and 2: students' answers

3 (suggested answers) Other possible rules the school should introduce: No being rude to teachers, No fighting in the playground, No dyed hair

- 2 • Ask students to turn to page 168 and assign each pair of students their roles (teacher and student).
- Elicit from students which of the two roles will require more use of language to express an opinion (the teacher's) and which more use of language to give reasons and results (the student's).
- Give students about five minutes to do the role-play
- Refer students to the *Speaking database* on page 174 before they do the task.
- Choose one or two pairs of students to act out the role-play in front of the class.

Writing

An essay: useful words and phrases

Aim: to introduce students to some useful language for an essay

- 1 • Elicit what kind of composition an essay is (a composition which discusses / gives different points of view on a subject).
- Go through the list of purposes (a-i) with students, explaining that these are the different things one might want to do when writing an essay.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- a 7
- b 5
- c 9
- d 8
- e 2
- f 4
- g 3
- h 6
- i 1

Homework

- Assign exercises 1,2,3 on page 22 of the Workbook.

Get Ready to Write**Essay**

Aim: to prepare students to write an essay

- 1 • Ask students to read the model essay and complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 the following should be underlined:
paragraph 1: such as, However
paragraph 2: On the one hand, Firstly, Secondly,
In addition, As a result
paragraph 3: On the other hand, Moreover
paragraph 4: In conclusion, I believe
- 2 To introduce the subject of the essay.
- 3 To say what the advantages of prisons are.
- 4 To say what the disadvantages of prisons are.
- 5 To draw a conclusion.
- 6 Yes, but only one – 'crime doesn't pay'. (Point out to students that this is an expression. The rest of the essay does not contain contractions.)
- 7 formal
- 8 3
- 9 3
- 10 community service, a fine

- 2 • Go through questions 1-8 with students, inviting comments and writing some ideas on the board after each one.
- Give students time to take notes as you go through the questions.
- Ask students to write the answer to question 9 on their own.
- Elicit some answers to question 9 orally.

1 It means that a person caught stealing at school has to immediately leave the school forever.

2-9: Students' answers.

- 3 • Ask students to go to their Composition Planner on page 154 and give them about five minutes to write a brief plan for their essay.

Homework

- Assign the writing of the essay students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this essay and give it to you. Their essay will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their essay to you.

Additional Task

- Ask students to find a word from the unit that is more than a syllable long and write it down on a piece of paper, not showing it to anyone else.
- Ask them to shut their books.
- Go round the class, asking each student to read out their word.
- The rest of the class have to write it down, paying particular attention to spelling.
- When each member of the class has read out their word, check the answers by spelling all the words out on the board.

Target Language

Grammar: present perfect simple and continuous / comparatives and superlatives

Lexis: the media / word formation (prefixes)

Reading skills: reading for specific information

Listening skills: listening for specific information

Speaking skills: giving examples

Writing skills: interpreting notes / informal email

Pronunciation skills: /ə/ recognition and production

- Ask students if they've ever met a star and, if so, who.
- Elicit as many different types of star as possible (film star, TV star, etc) and write them on the board.

► On the Board

film star	TV star / personality	pop star
rock star	sports personality	comedian

Get warmed up!

Aim: to introduce the topic of stars through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

Reading

Aim: to give practice in reading for specific information

- 1 • Tell students they have one minute to find the names of the people in the photographs – the first to find them all should raise their hand.
- Check answers orally.

- a Tom Hanks (paragraphs 2 and 4)
- b Madonna (paragraphs 3 and 5)
- c Kylie Minogue (paragraph 2)
- d Tom Cruise (paragraph 3)
- e Robbie Williams (paragraph 2 and 4)

- 2 • Go through the five statements with students and elicit what the letters *CT* stand for (can't tell – i.e. it's impossible to tell whether the statement is true or not).
- Ask students to read the text in more detail this time to find the answers.
- Check answers orally and/or by writing them on the board, eliciting where the relevant information for each answer is to be found in the text.

- 1 T: paragraph 1: Hundreds!
- 2 CT: paragraph 2: the only comment he makes about her is that 'she's very short in real life'.
- 3 F: paragraph 3: 'Sometimes I do the interview and sometimes I get another journalist to do it.'
- 4 CT: paragraph 3: we are only told that he sells the interviews to newspapers and magazines round the world, not how much he sells them for.
- 5 F: paragraph 6: 'Actually it's the first time I've ever given an interview.'

- 3 • Show students how to work out the answers to multiple choice questions, using question 1 as an example.
- Ask students to ignore the question for the moment and read through the four multiple choice options.
- Point out that each option contains an element of truth (Lee does specialise in doing celebrity interviews, he does run his own company in London, etc), but that only one of them correctly answers the question – hence the importance of reading the question very carefully.
- Ask students to focus on the question now and find which is the best answer to it – i.e. which of the four choices gives a logical reason for why Lee knows a lot of people in the media.
- Ask them to look back at the text to check the answer they've chosen is correct, and elicit the sentence which contains the answer (paragraph 4: '... I've been working in the media for about twelve years, so I've got lots of contacts in the industry.')
- Ask students to complete the exercise individually or in pairs, underlining the information in the text that gives them the answer for each question.
- Check answers orally and/or by writing them on the board.

- 1c: paragraph 3: '... I've been working in the media for about twelve years, so I've got lots of contacts in the industry.'
- 2b: paragraph 3: 'When a new movie or CD comes out, the film or record company contacts me ...'
- 3a: paragraph 3: 'Sometimes I do the interview and sometimes I get another journalist to do it.'
- 4d: paragraph 4: 'I've ended up having several arguments with stars.'

Homework

- Assign the Reading exercise on page 23 of the Workbook.

Additional Task

- Tell students they are going to play 'Hangman' with film titles.
- Explain that you are going to write the initial letter of a film title on the board and they will take it in turns to guess what the missing letters are.
- Write the following on the board (the title is *Braveheart*):

► On the Board

B _ _ _ _ _

- Ask students to raise their hands if they want to try and guess a letter.
- Choose a student, who should say a letter. If it is correct, write it in the appropriate place in the word; if not, draw the first part of the hanged man (i.e. a vertical line).
- Draw one part of the hanged man each time a letter that isn't in the word is suggested.
- Students should carry on guessing letters either until the hanged man is complete (in which case, you have won and should start again with a new title) or until someone thinks they know the answer (in which case, they should guess and, if correct, take over your role at the board).
- You might like to have some film titles written down for students to use in case they can't think of one of their own (eg *Matrix*, *Mission Impossible*, *Chicago*, *Star Wars*).

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of the media

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

- 1 journalist
- 2 celebrities
- 3 media
- 4 comes
- 5 interview

Homework

- Assign exercises 1,2 on page 24 of the Workbook.

Grammar I

Present perfect simple and present perfect continuous

Aim: to consolidate students' understanding of the functions and usage of the present perfect simple and continuous tenses

- 1 • Go through **Grammar database 7** on pages 181 and 182 of the **Grammar database** with students.
- Ask students to look back at the interview and underline all incidences of the present perfect simple and continuous tenses, then count them up.
- Check answers orally.

- a) present perfect simple: 15 incidences
- b) present perfect continuous: 2 incidences

- 2 • Ask students to complete the exercise, referring to **Grammar database 7** if necessary.
- Check answers orally and/or by writing them on the board.

The following should be circled:

- 1 He's interviewed
- 2 I've been writing
- 3 since
- 4 yet
- 5 been
- 6 has just sold
- 7 still

- 3 • Explain to students that they have to fill in the gaps with the verbs given in the appropriate tenses and guess who the person described is.
- Check answers orally and/or by writing them on the board.

- 1 I've worked / I've been working
- 2 I've only been
- 3 was
- 4 it came out
- 5 I've starred
- 6 I've won
- 7 I haven't won
- 8 I married
- 9 came
- 10 Have you worked out

(Don't give the identity of the mystery person away yet.)

- 4 • Ask students to match the text in exercise 3 with the photo of the person who was describing themselves.
- Check answer orally.

Photo **c** of Bruce Willis should be ticked.
For your information, photo **a** is of Harrison Ford and photo **b** of Mel Gibson.

Additional Task

- Tell students they are going to play the game 'Who am I?'
- Ask them to each think of a famous person (they can be male or female, but must be alive) and write down five sentences about them, using the text in exercise 3 as a guide.
- Choose a student to read out their information (eg *I've made four albums, I live in London, My first name begins with ...*), pausing after each sentence for students to guess who is being described.
- If they get to the end of their description without anyone having guessed who they are, they get five points.

- If a member of the class guesses the identity of the mystery person after just one sentence, they get five points, if they guess it after two sentences, they get four points, etc (until a guess after five sentences have been read out earns just one point).
- Keep the score on the board.
- The winning student is the one with the most points after everyone has had a turn at being the mystery person.

Homework

- Assign exercises 1,2,3,4 on pages 24 and 25 of the Workbook.

Dictionary Corner

Aim: to familiarise students with negative prefixes and give them practice in word formation

- 1 • Write the following words on the board:

► On the Board

untrue
impolite
unfriendly
misunderstand

- Elicit from students what the words have in common (they all contain a prefix – i.e. a particle added to the beginning of a word – which makes their meaning negative).
- Elicit any other words students know containing negative prefixes.
- Go through the adjectives in exercise 1, making sure students understand their meanings.
- Ask students to complete the exercise in pairs or individually.
- Check answers orally and/or by writing them on the board.

un – uncertain, uncomfortable, unemployed, unhappy, unhelpful, unpopular, untidy
dis – dishonest
il – illegal
im – impatient, impossible

- 2 • Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

1 impossible
2 unemployed
3 impatient
4 dishonest
5 illegal

Homework

- Assign exercises 1,2 on page 26 of the Workbook.

Listening

Aim: to give practice in listening for specific information

- 1 • Explain to students that they are going to listen to a song.
- Give students a couple of minutes to read through the lyrics and complete any of the gaps they can (encourage them to guess at what the missing words could be, using the rhyming scheme to help them).
 - Ask different students to read a few lines of the song each, inserting possible words in the gaps (but don't give the answers at this point).
- 2 • Play the CD once for them to check whether their guesses were correct and listen for the rest of the missing words.
- CD 1, Track 13**
- If necessary, play the CD a second time.
 - Check answers orally and/or by writing them on the board.
 - After checking the answers, you might like to give students a chance to listen to the song again and to sing along with it.

1 TV
2 magazine
3 movie
4 star
5 car
6 best
7 care
8 opinion
9 famous
10 autograph
11 newflash

Homework

- Assign the Listening exercise on page 28 of the Workbook.

Grammar 2

Comparatives and superlatives

Aim: to consolidate students' understanding of comparative and superlative forms and usage

- 1 • Go through **Grammar database 8** on pages 182 and 183 of the **Grammar database** with students, drawing their attention in particular to comparative and superlative forms of irregular adjectives and adverbs.
- Elicit suggestions as to what kind of magazines *Hi!*, *Yes!* and *Now!* are (the type containing gossip about the stars) and ask students if they ever read magazines like this.
 - Go through the information about the magazines with students and ask them to complete the exercise, referring to **Grammar database 8** if necessary.
 - Check answers orally and/or by writing them on the board.

1 the most expensive
2 cheaper than
3 not as cheap as
4 the biggest
5 smaller than, bigger than

- 6 the most popular
- 7 the least popular
- 8 less popular than
- 9 more often than
- 10 as often as

Additional Task

- Write the following on the board:

On the Board

Celine Dion	Kylie Minogue	Madonna
David Beckham	Ronaldo	Pele
Tom Cruise	Brad Pitt	Sean Connery

- Elicit what each group of famous people are (singers, footballers and actors).
- Ask students to make comparisons between the members of each group using the comparative and superlative forms of *good* and *bad* and the nouns *singer*, *footballer* and *actor* (eg *Celine Dion is a better singer than Kylie Minogue, Tom Cruise is the best actor of them all, etc*).

Homework

- Assign exercises 1,2,3,4,5 on pages 26 and 27 of the Workbook.

Soundstation

Aim: to give practice in recognising and producing the sound /ə/

- 1 Tell students to listen to the three sentences and focus on the pronunciation of the vowel sound in the highlighted words to see if it's the same in all three.
 - Play the CD once, and then again, if necessary.

CD 1, Track 14

- Check answer orally.
- Ask different students to read out the three sentences, paying special attention to their pronunciation of the vowel sound /ə/.

The highlighted words in the first two sentences contain the same vowel sound, /ə/, while the third one contains the vowel sound /i:/ (which was focused on in unit 1, Soundstation, page 12).

- 2 Point out to students that often the spelling of a word does not reflect its pronunciation – eg in the word *famous*, the 'ou' in the second syllable is pronounced /ə/.
 - For this exercise, tell students to focus on the sounds they hear, not on the spellings.
 - Play the CD and ask students to look at where the /ə/ sound is highlighted in the sentence.

CD 1, Track 15
 - Play the six sentences once, and then again, if necessary. Ask students to underline all the /ə/ sounds.
 - Check answers by writing them on the board, underlining the parts of the words where the /ə/ sound occurs.

- Explain that the sound /ə/ is a very common one in English, especially in unstressed words. Note: this sound is called the schwa.

(The sound /ə/ is underlined in the sentences.)

- Have you ever met a famous person?
- The magazine costs about a pound.
- I felt uncomfortable interviewing Madonna.
- He's a well-known writer.
- Could you pass me the newspaper?
- This video is better than that one.

- 3 Ask different students to read the sentences from exercise 2 aloud, reproducing the stress patterns and pronunciation (of vowel sounds in particular) that they heard in the CD.
 - If they are having difficulties, read out the sentences yourself and ask them to repeat them after you.

Speaking

Aim: to introduce students to different ways of giving examples to support opinion

- 1 Play the CD once, asking students to fill in the missing words in the questions.

CD 1, Track 16

 - Play the CD again, this time asking students to listen out for words and phrases used by the speakers to introduce the examples they give.
 - Check answers orally and/or by writing them on the board.

Student 1
missing words in question: TV programmes
words / phrases used to give examples: like

Student 2
missing word in question: music
words / phrases used to give examples: such as, like

Student 3
missing words in question: film stars / actors
words / phrases used to give examples: for example

- 2 Ask students to interview each other; noting down their partner's replies.
 - Remind students that they can use the useful phrases from exercise 2 if they wish.
 - Choose different students and ask them to sum up their partner's tastes, using words and phrases from exercise 1 to give some examples of their favourite films, books, etc.
- 3 Ask students to discuss these questions in pairs for a few minutes.
 - Choose a student in the class, address question 1 to them and, when they have answered, ask them to choose another student and ask them the next question.
 - Continue like this until all the questions have been asked and answered.

- 4 • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Refer students to the *Speaking database* on page 174 before they do the task.
 - Allocate the roles of journalist and celebrity for each pair.
 - Give them a couple of minutes to think about their roles, making sure the student playing the role of the celebrity has decided who exactly he/she is going to be.
 - Give students about five minutes to do the role-play activity, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that, in this task, they are given some words (on the right in capitals) which they must change in some way to make them fit the gaps in the sentences.
- Point out that they will often have to change the given word into a different part of speech (eg a noun might have to become an adjective).
- Point out that they might also have to make a positive word negative (eg by adding a prefix).
- Read through the text with students and elicit suggestions as to what part of speech is needed in each gap (without asking what the actual missing word is).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 famous
- 2 celebrity
- 3 unhappy
- 4 uncomfortable
- 5 unable
- 6 impossible
- 7 unpopular
- 8 uncertain
- 9 unemployed
- 10 harder

Additional Task

- Write the following words on the board:

► On the Board

- 1 *interest*: adjective
- 2 *visit*: noun (person)
- 3 *appear*: verb (negative)
- 4 *actual*: adverb
- 5 *burglary*: verb

- Ask students to form a new word from each of the words on the board, using the guidelines given.
- Check answers orally and/or by writing them on the board.

- 1 interesting / interested
- 2 visitor

- 3 disappear
- 4 actually
- 5 burgle

Writing

Interpreting notes

Aim: to give students practice in expanding notes into full sentences

- 1 • Ask a student to read the email aloud.
- Check students know who Jim Carrey is (he's a comic actor who has starred in films such as *Dumb and Dumber*, *The Mask*, *The Truman Show* and *Man in the Moon*).
 - Ask students to study the notes and elicit possible ways of making them into full sentences to answer the questions in the letter (eg *Why do you like him? I like him because he's so funny*).
 - Check answers orally.

(suggested answers)

Yes! Yes, of course you can ask me some questions.

He's so funny!: *I like him because he's so funny.*

about 2 years: *I've been a fan (of his) for about two years.*

all of them: *I've seen all his films.*

The Truman Show: clever and funny at the same time:

My favourite is 'The Truman Show' because it's clever and funny at the same time.

- 2 • Ask students to imagine that they are going to write an informal email in reply to the one in exercise 1, based on the notes at the bottom of the letter.
- Point out that, in their email, they will have to write full sentences, giving as much detail as possible in reply to the penfriend's questions.
 - Ask them to read through the sentences in exercise 2 and decide which, in each pair, would be preferable for their email.
 - Check answers orally and/or by writing them on the board, asking students to justify their choices.

1a 2b 3b 4a

Homework

- Assign exercises 1,2,3,4 on page 28 of the Workbook.

Get Ready to Write

Informal email

Aim: to prepare students to write an informal email

- 1 • Explain what an informal email is (an email which communicates specific information – as opposed to one which is just a general communication).
- Ask students to read through the model email and answer the four questions that follow.
 - Check answers orally and/or by writing them on the board.

- 1 informal
- 2 yes
- 3 yes
- 4 four

- 2 • Give students a few minutes to read through the writing task, email and notes, pointing out that they should approach this task in the same way as the one in exercise 1.
- Elicit suggestions as to how the notes could be expanded into full sentences (eg I like her because she has a great voice and her songs and videos are brilliant too).
- Ask students to go to their Composition Planner on page 155 and give them about five minutes to write a brief plan for their email.

Additional Task

- Ask students to shut their books.
- Write the following words that have come up in the unit on the board with three alternative spellings (one correct, two incorrect):

► On the Board

1 a medea	b media	c meddia
2 a journalist	b jurnalist	c journlist
3 a selebrity	b celebrity	c celebraty
4 a sucessful	b succesful	c successful
5 a popular	b populer	c popula
6 a faverite	b favourite	c favorit
7 a interview	b intervue	c interviewe

- Ask students to choose the correct spelling for each word.
- Check answers by circling them on the board.

1b 2a 3b 4c 5a 6b 7a

Homework

- Assign the writing of the email students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this email and give it to you. Their email will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their email to you.

Units 3 - 4 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 3 and 4.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 45 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 3 and 4 have been completed.
- Alternatively, you may want to assign exercises 1, 3, 4 and 5 after Unit 3 has been completed and exercises 2 and 6 after Unit 4 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1

- | | |
|---------------|------------|
| 1 BURGLAR | 5 PRISONER |
| 2 THIEF | 6 MURDERER |
| 3 SMUGGLER | 7 ROBBER |
| 4 POLICEWOMAN | 8 LAWYER |

2

- 1 went off
- 2 made off
- 3 let me off
- 4 took off
- 5 get off

3

- 1 lots
- 2 much
- 3 How much
- 4 many
- 5 a few
- 6 the
- 7 was
- 8 an
- 9 the

4

- 1b 2a 3c 4b 5b 6c 7b 8a 9a 10b

5

- 1 older than 2 the oldest 3 the greatest number of crimes 4 more ... than 5 less ... than 6 the most 7 the least

6

- 1 illegal 2 unpopular 3 dishonest 4 unable 5 untidy 6 unemployed

Target Language

Grammar: *will* and *be going to* / present simple and present continuous (to refer to the future)

Lexis: patterns / technology

Reading skills: summarising points

Listening skills: listening for specific information

Speaking skills: expressing opinion and giving reasons

Writing skills: using set phrases / formal letter

Pronunciation skills: /æ/, /ɑ:/ and /ʌ/ recognition

- *The Space Race* was a term used during the Cold War when the West and the USSR were racing to be the first in space, on the Moon, etc. Here, it is being used more generally to describe hurrying to do things in space, like get to Mars, destroy asteroids, etc.
- Ask students to look at the title.
- Elicit suggestions as to what the unit is about.
- Explain the meaning of the phrase *The Space Race*.

Get warmed up!

Aim: to introduce the topic of space through personal responses

- Ask students in pairs, in small groups or individually to write down as many words and phrases connected with space as they can. You may wish to give them a time limit of one minute and/or close their books for this task.
- Bring the class together and elicit the words and phrases they came up with. Write them on the board.

(suggested answers) star; black hole; universe; Moon; Sun; Mars; Jupiter; rocket; spaceship; meteor; astronomy

- Give students a short time to discuss the final two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

Reading

Aim: to give practice in summarising points in a text

- 1 • Ask students to read the article as quickly as possible to find the answers to questions 1-5.
 - Check students' understanding of the title of the article (the word *invaders* refers to the asteroids described in the article, which might *invade* Earth at some point in the future).
 - Check answers orally and/or by writing them on the board.

1b 2c 3e 4d 5a

- 2 • Ask students to read the text again, this time in more depth, before looking at the questions.
 - Ask them to complete the matching exercise individually or in pairs, underlining the sentences/phrases that gave them the answers.
 - Check answers orally and/or by writing them on the board.

Paragraph 1: *don't think*

'Probably not, according to scientists, but it's going to be close.'

Paragraph 2: *probably*

'... it's quite likely that it will hit us at some point in the future.'

Paragraph 3: *We'll*

'... we'll have plenty of time to prepare for the collision and prevent it from happening.'

Paragraph 4: *prepared*

'Next time it happens, we'll be ready for it.'

- 3 • Ask students to read the statements and explain any words the students are unfamiliar with.
 - Ask them to do the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board and ask students to read from the text the sentences which helped them decide whether the sentences were correct or incorrect.

1B 2B 3B 4A 5B

Homework

- Assign the Reading exercise on page 30 of the Workbook.

Dictionary Corner

Aim: to develop an awareness of patterns

- Remind students that verbs and adjectives have different patterns (eg some are followed by the infinitive, others by a preposition plus '-ing', etc).
- Ask students to make sentences using the following and another verb:

► On the Board

be able
look forward
like

- Check students' sentences orally and write an example sentence for each one on the board (or use some of students' examples instead):

► On the Board

Are you able to come to my party?
I'm looking forward to going on holiday.
He likes learning English.

- Ask students to complete the exercise, referring back to the article if necessary.

- Check answers orally and/or by writing them on the board.

1 prevent
2 time
3 involve
4 responsible
5 prepare
6 likely
7 ready

Additional Task

- Write the following on the board:

► On the Board

verb + ing
verb + for + ing
verb + to + infinitive
be arrested, promise, love,
be allowed, begin

- Ask students to copy down the information and write the five verb phrases next to the pattern(s) they take (some can take more than one pattern).
- Check answers orally and/or by writing them on the board.
- Elicit any other verbs they know that follow any of these patterns.

be arrested + **for + ing**
promise + **to + infinitive**
love + **ing OR + to + infinitive**
be allowed + **to + infinitive**
begin + **ing OR + to + infinitive**

Homework

- Assign exercises 1,2 on page 31 of the Workbook.

Grammar I

Will and be going to

Aim: to consolidate students' understanding of the uses of *will* and *be going to* to refer to the future

- 1 • Go through **Grammar database 9** on page 184 of the **Grammar database** with students, drawing their attention in particular to the differences in usage between *will* and *be going to*.
 - Ask students to complete the exercise, referring to **Grammar database 9** if necessary.
 - Check answers orally and/or by writing them on the board.

1 Will the solar sail destroy the asteroid?
The solar sail won't destroy the asteroid.
2 Will we be able to have holidays in space soon?
We won't be able to have holidays in space soon.
3 Are they going to send a manned spaceship to Mars?
They aren't / They're not going to send a manned spaceship to Mars.

- 4 Is Mark going to be an astronomer?
Mark isn't going to be an astronomer.
- 5 Will you have to wear a spacesuit?
You won't have to wear a spacesuit.

- 2 • Ask students to complete the exercise, thinking about why one form is more appropriate than the other in each sentence.
 - Check answers orally and/or by writing them on the board.
 - Don't elicit why answers are right or wrong at this point – in exercise 3, students must think about this for themselves.

1 We're going to
2 is going to
3 I'll
4 I'm going to
5 Shall

- 3 • Explain to students that they must choose the reason for each of the answers to the previous exercise (eg why the verb needed is *will* and not *going to* in item 3).
 - Ask them to complete the exercise individually or in pairs, referring to **Grammar database 9** if necessary.
 - Check answers orally and/or by writing them on the board.

1 before
2 based on
3 an offer
4 before
5 suggestion

Additional Task

- Tell students you will make a statement and they must make an offer or suggestion based on it using *Shall I?* or *Shall we?* (eg statement: *I'm cold*; offer: *Shall I shut the window?*)
- Make the following statements and choose different students to respond to them:
 - 1 I'm hungry.
 - 2 Jerry's thirsty.
 - 3 I can't do this exercise.
 - 4 It's too hot.
 - 5 I've got a test tomorrow.

(suggested answers)
1 Shall I make you a sandwich?
2 Shall we get him a drink?
3 Shall I help you?
4 Shall I open a window?
5 Shall I help you revise?

Homework

- Assign exercises 1,2,3,4,5 on pages 31 and 32 of the Workbook.

Listening

Aim: to give practice in listening for specific information

- 1 • Elicit the names of the things in the pictures.
• Check answers orally and/or by writing them on the board.

1 A (digital) clock
1 B television
1 C laptop
2 A trainers
2 C headphones
3 B watch
3 B camera
3 B mobile phone

- 2 • Ask students to read through questions 1-5 and see if they can predict what any of the answers might be.
• Play the CD once and ask students to choose the correct picture. **CD 1, Track 17**
• Check answers orally and/or by writing them on the board.

1A 2B 3C 4B 5B

- 3 • Read out the statements, pausing after each one for students to mark it 'true' or 'false'.
• Don't go over the answers at this point – students will check them themselves in exercise 4.

- 4 • Play the CD again for students to check their answers.
CD 1, Track 18
• Check answers orally and/or by writing them on the board.

1T 2F 3T 4F 5F 6F

in this exercise have similar meanings; they have to use the context given in the sentences to decide which fits where.

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

1 discover 6 machine
2 develop 7 battery
3 invent 8 electricity
4 equipment 9 investigation
5 engine 10 research

Additional Task

- Write the nouns from the previous exercise on the board:

► On the Board

equipment
machine
engine
battery
electricity
research
investigation

- Elicit from students which nouns can be preceded by *a* or *an*.
- Elicit what type of noun the others are.
- Check answers orally and/or by writing them on the board.

a machine, an engine, a battery, an investigation
The other nouns: *equipment*, *electricity* and *research* are uncountable.

Homework

- Assign the Listening exercise on page 35 of the Workbook.

Homework

- Assign exercises 1,2 on page 33 of the Workbook.

Additional Task

- Write the following topics on the board:

► On the Board

travel
home
work
entertainment

- Ask students to write a question about life in 50 years' time for each of the four areas using *will* or *won't* (eg *Will we still use cars to go to work?*).
- In pairs, students ask and answer each other's questions, while you go round monitoring the conversations.

Grammar 2

Present simple and present continuous to talk about the future

Aim: to consolidate students' understanding of the uses of the present simple and the present continuous tenses to talk about the future

- 1 • Go through **Grammar database 10** on page 185 of the **Grammar database** with students.
• Write the following on the board:

► On the Board

I'll phone him when ...
We'll go for a walk when ...
I'll do my homework as soon as ...

- Ask students to complete the sentences orally, making sure they use the present simple tense.
- Ask students to complete the exercise, referring to **Grammar database 10** if necessary.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of technology

- Explain to students that the words that are grouped together

- Check answers orally and/or by writing them on the board.

- 1 we're
- 2 plane lands
- 3 we're staying
- 4 mother's coming
- 5 you aren't / you're not
- 6 It starts
- 7 it's
- 8 we get
- 9 We're stopping

Homework

- Assign exercises 1,2,3,4 on pages 33 and 34 of the Workbook.

Soundstation

Aim: to give practice in recognising the sounds /æ/, /ɑ:/ and /ʌ/

- 1 • You might want to ask students to read the three words aloud before they listen to them.
- Play the CD, stopping after the three words. Elicit the differences in vowel sounds between the words and draw students' attention to the fact that the 'r' in 'heart' is not pronounced. **CD 1, Track 19**
- Check answers orally.
- Ask different students to read out the caption that goes with the cartoon.
- If you want to give students more practice in recognising the differences between these three sounds, tell them to shut their books, then you read out the three words in random order.
- Tell students to write down what they hear (eg I heart, 2 hut, etc).
- Check answers by writing the three words on the board in the order you said them.

The phonetic transcriptions of the words (for your benefit) are as follows:

hat: /hæt/ or /hæt/ (depending on which phonetic system is being used)
heart: /hɑ:t/
hut: /hʌt/

- 2 • Tell students they are going to hear one of the words in each pair and they have to identify the word they hear.
- Play the CD once, and then again if necessary.
CD 1, Track 20
- Check answers by writing them on the board.

- 1 cut
- 2 cart
- 3 hard

- 4 pan
- 5 fun
- 6 ladder
- 7 bat
- 8 duck

Speaking

Aim: to give practice in expressing opinion and giving reasons

- 1 • Elicit the names of objects shown.
- Go through the words and phrases for expressing opinion and giving reasons/results, giving examples of how they are used.

top row: laptop computer, mobile phone, space suit, camcorder, pen, Walkman

bottom row: diary, sunglasses, exercise bike, gun, telescope, surf board

- Ask students to discuss the question of what they would take with them on the trip in pairs, using some of the words and phrases in the lists.
- Go round the class eliciting ideas as to what they would take with them and why.
- 2 • Tell students they should imagine that they can take three more things (not pictured here) with them on the trip.
- Refer students to the *Speaking database* on page 174 before they do the task.
- Give them a short time to come up with some ideas as to what they would choose to take.
- Select different students to give you their answers and encourage the rest of the class to join in with their own ideas. Remind them that they can use the useful phrases from the boxes in exercise 1 if they wish.
- 3 • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Ask each pair to decide between themselves which role (teenager or parent) they will play.
- Give them a short time to think about their roles.
- Give students about five minutes to do the role-play activity, using some of the words/phrases from exercise 1, while you go round the class monitoring.
- Ask a couple of pairs of students to re-enact their role-play in front of the class and ask other members of the class to make notes on any positive or negative points (eg accuracy of grammar, range of vocabulary, etc).
- Elicit feedback from the rest of the class at the end of the 'performances'.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that they are going to read a text which has some words removed from it. They must read the text first, ignoring the gaps and then complete it with one word in each gap.
- Remind students to read through the text when they have completed it to make sure that it makes logical and grammatical sense.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 in	7 that
2 is	8 finding / locating / getting
3 from	9 will
4 be	10 long
5 have	11 take / last / be
6 for	12 be

Additional Task

- Ask students to write their own sentence using vocabulary and/or grammatical structures from this unit.
- Once they have written their sentence, they should delete one of the words (in the style of the previous exercise), preferably one which it will be possible for other students to work out, but which isn't too obvious.
- Ask students to come up and write their sentences on the board for the rest of the class to write down which is the missing word for each one.
- Check answers by writing the word in the sentences on the board.

Writing

Using set phrases

Aim: to give students practice in using set phrases in formal letters

- 1 • Ask a student to read the letter aloud.
 - Address the following comprehension questions to the class:

Who has the letter been written to?
(a company selling land on the Moon)

What does the writer of it want?
(information about the cost of the pieces of land, transportation to the Moon and whether she would be able to build a swimming pool on the land)
 - Elicit some examples of informal language in the letter (contracted verb forms, inappropriate salutations, etc)
- 2 • Ask students to do the matching exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

1h 2d 3n 4k 5a 6b 7f 8c 9o 10i 11l 12g 13e 14j 15m

- 3 • Give students about ten minutes to do the rewriting exercise.
 - If time is short, you could write the formal version of the letter on the board, eliciting each sentence from a different student, or assign the writing of the letter for homework.
 - Check answers by writing them on the board.

(formal words/phrases in bold)

Dear Sir / Madam,

I am writing with regard to your **advertisement** for pieces of land on the Moon, which I saw in 'Planet Monthly' last Tuesday. **I am interested** in buying one. **However**, I **would like** some more information first.

I would be grateful if you could tell me how much they cost.

Secondly, I **wonder if you could** send me further information **regarding** transportation to the Moon.

Could you also let me know **whether I will** be able to build a swimming pool on the land?

I look forward to hearing from you.

Yours faithfully,
Annabel Davis

Homework

- Assign exercises 1,2,3,4 on page 35 of the Workbook.

Get Ready to Write

Formal letter

Aim: to prepare students to write a formal letter

- 1 • Ask students to read through the letter on their own and then check their comprehension of it with the following questions:

Why has Steve Knight written the letter?
(to ask about a weekend break to Mars)

What three pieces of information does he want?
(the cost of the trip, more details about hotel facilities and confirmation of whether injections or passports are necessary for the trip)

NB Do not deal specifically with vocabulary queries at this stage because the exercise which follows requires students to deduce the meanings of words on their own.

 - Ask them to do questions 1-3 individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- 1 formal
- 2 a accommodation d available
b further e confirm
c facilities f require
- 3 a and b (explain that these are indirect questions)

- 2
- Read through the advertisement with students and ask them to look at the notes on their own.
 - Elicit what the first sentence of the letter would be and write it on the board.

► On the Board

I am writing with regard to your advertisement for trips round the world on the Space Bus, which I saw in 'The Daily News' on 2nd February.

- Ask students to go to their Composition Planner on page 156 and give them a short time to write a brief plan for their letter; reminding them that they already have the first sentence.

Homework

- Assign the writing of the letter students have planned in their Composition Planner; telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- You might like to set this extra task for homework.
- Ask students to design an advertisement for a futuristic product or service (eg a robot, a flying car; etc), telling them to be as imaginative as they like.
- Tell them that, in their adverts, they should include colour visuals and some written details about the product/service on offer in the normal style of an advertisement.
- When you have given students feedback on their work, display the adverts on the classroom walls.

Target Language

Grammar: modal verbs

Lexis: people / collocations

Reading skills: grammatical referencing

Listening skills: listening for attitude, purpose and intention

Speaking skills: comparing

Writing skills: layout and text structure / report

Pronunciation skills: /æ/, /ɑ:/ and /ʌ/ production

- The title is part of a well-known saying, *It takes all sorts to make a world*, which means the world consists of many different kinds of people. It is a common response when somebody is thought to be strange or unusual in some way.
- Ask students to look at the title and see if they can work out what it refers to.
- Write the complete saying on the board and elicit suggestions as to its meaning:

► On the Board

It takes all sorts to make a world.

- Ask students if there is an equivalent saying in their own language.

Get warmed up!

Aim: to introduce the topic of people through personal responses

- Give students a minute or two to think of a person in the class and write down a sentence about them, including one physical detail and one detail about their character: (NB: Make it clear that potentially offensive descriptions are not acceptable!)
- Ask different students to read out their sentences, while the others take turns at guessing who is being described.

Reading

Aim: to give practice in grammatical referencing

- Ask different students to read a paragraph each of the story aloud, ignoring gaps 1-6.
 - Check students' understanding of the adjectives in the list.
 - Elicit the adjectives that describe Zarena at the beginning of the story.
 - Check answers orally and/or by writing them on the board.

bright, hard-working, lonely, shy, strict

- Explain to students that it is important, when reading a text, to understand what little words like pronouns refer to.
 - Ask students to complete the exercise carefully, really thinking about what the writer's meaning is in each instance.
 - Check answers orally and/or by writing them on the board, showing students how the relevant pronouns refer directly back to an idea mentioned immediately beforehand in the text.

1b 2a 3a 4b 5a

- Ask students to re-read the relevant parts of the story and match the sentences to the gaps.
 - Check answers orally and/or by writing them on the board.

1C 2D 3F 4A 5B 6E

Homework

- Assign the Reading exercise on page 36 of the Workbook.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of personal characteristics

- Ask students to complete the exercise. (Point out that, for one of the gaps, they will have to form an adjective from the noun given in the text.)
- Check answers orally and/or by writing them on the board.
- Elicit any other positive or negative adjectives that students know for describing character and write them on the board.

Positive characteristics:

- kind
- trust
- confidence
- secure
- respect

Negative characteristics:

- gossip
- arrogant
- tease
- bully
- shows off
- ridiculous

Additional Task

- Write the following words on the board and ask students to find words in the story with the opposite meaning:

► On the Board

1 confident 2 stupid 3 not well-liked 4 easy-going 5 dirty

- Check answers orally and/or by writing them on the board.

- shy (paragraph 2)
- intelligent (paragraph 3)
- popular (paragraph 4)
- strict (paragraph 4)
- clean (paragraph 3)

Homework

- Assign exercises 1,2 on page 31 of the Workbook.

Grammar I

Modals I (ability, obligation, advice, permission)

Aim: to consolidate students' understanding of the functions and usage of modal verbs to express ability, obligation, advice and permission

- Go through **Grammar database II** on pages 185 and 186 of the **Grammar database** with students.
- NB: There is a lot of theory to take in about modal verbs in this unit, so don't expect students to absorb it all at once – working through the exercises will help them get to grips with their usage gradually.
- Ask students to do exercise 1, referring to **Grammar database II** if necessary.
- Check answers orally and/or by writing them on the board.

1 can	7 be able to
2 could	8 can
3 should	9 can't
4 could	10 mustn't
5 can't	11 have to
6 has to	

- Ask students to do this exercise, again referring to **Grammar database II** if necessary.
- Check answers orally and/or by writing them on the board.

1 had to	4 can
2 should	5 must
3 doesn't have to	6 could

Additional Task

- Write the following song titles on the board and ask students to guess what the missing modal verbs are:

► On the Board

___ You Feel It?
It ___ Be Love
I ___ Help Falling In Love With You
It ___ Have To Be This Way

The complete song titles are:

Can You Feel It? (The Jacksons)

It Must Be Love (Madness)

I Can't Help Falling In Love With You (Elvis Presley)

It Doesn't Have To Be This Way (The Blow Monkeys)

Homework

- Assign exercises 1,2,3,4 on pages 37 and 38 of the Workbook.

Listening

Aim: to give practice in listening for attitude, purpose and intention

- Go through the list of adjectives with students first, making sure they understand their exact meanings (eg the difference between *depressed* and *upset*).
 - Make sure students understand that they have to say the sentence given in such a way as to express one of the adjectives of mood/feeling in the list. It might help if you tell them to imagine a situation where they might actually be saying these words in that particular way. (eg They might be shocked if they had just found out that their house had been burgled.)
 - Go round the class asking students to say the sentence in turn and eliciting guesses from the rest of the class as to what mood it was spoken in.
- Most of the words in this exercise should now be familiar to students from exercise 1 – any others should be checked in a dictionary.
 - NB: As a general rule, don't make a habit of 'feeding' students with explanations for words they don't understand – they tend to remember words better when they have put some effort into finding their meanings themselves.
- Explain that for the first three questions they will have to work out what the attitudes of the speakers are, both from their tone of voice and from what they actually say.
 - For questions 4 and 5, they will have to work out the intentions of the speakers by listening carefully to what they say.
 - Play the CD once, give students a couple of minutes to think about their answers and then play it for a second time. **CD 1, Track 21**
 - Check answers orally and/or by writing them on the board.

1c 2a 3b 4c 5a

Homework

- Assign the Listening exercise on page 41 of the Workbook.

Dictionary Corner

Aim: to develop students' knowledge of collocations

- Elicit from students whether it is correct to say to *make* one's homework or to *do* one's homework.
- Remind students that, just as in Unit 2 (Dictionary Corner, page 19), we saw that certain adjectives collocated with certain nouns, and certain adverbs with certain adjectives, there are certain verbs in English that take particular objects.

- Ask students to complete the exercise individually or in pairs, reminding them that some of the words and phrases can go with more than one of the verbs.
- Check answers orally and/or by writing them on the board.

MAKE: a mistake, fun of someone, an effort, a fuss, up your mind, time to do something

DO: someone a favour, your homework, your best, the housework, someone good

HAVE: a dream, a bath, an idea, time to do something, a good/nice time, a holiday

TAKE: part in something, a bath, care of someone, pity on someone, time to do something, a holiday

Errors To Watch Out For

- The verbs *make* and *do* are often confused in expressions like *to make a mistake*, *do one's homework*, etc.

Additional Task

- Draw students' attention to the fact that the verbs *make*, *have* and *take* can all be used with the phrase *time to do something*, but with different meanings.
- Write the following on the board and elicit which of the three verbs fits where:

► On the Board

- 1 Don't rush, just ____ your time.
- 2 I know you're busy but could you ____ time to see him one day next week?
- 3 Do you ____ time to go a coffee?

1 take 2 make 3 have

Additional Task

- Tell students they have five minutes to write a dialogue with their partner using as many verbs and phrases from the previous exercise as possible.
- Tell them to start the dialogue with the following:

► On the Board

Can you do me a favour?

- Stop students after five minutes and ask different pairs to perform their dialogues, while the rest of the class count the number of verbs and phrases used from the previous exercise.
- The 'winners' are the pair who use the most – and correctly.

Homework

- Assign exercises 1,2 on page 39 of the Workbook.

Grammar 2

Modals 2 (possibility, probability, certainty)

Aim: to consolidate students' understanding of the functions and usage of modal verbs to express possibility, probability and certainty

- 1 • Explain to students that modal verbs often have more than one function and go through **Grammar database 12** on pages 186 and 187 of the **Grammar database** with them.
- Write the following on the board:

► On the Board

It must be raining because ...

He might be late because ...

That restaurant can't be very good because ...

That could be Bill on the phone because ...

- Elicit different possible ways of completing the four sentences.
 - Ask students to complete the exercise, referring to **Grammar database 12** if necessary.
 - Check answers orally and/or by writing them on the board.
- 2 • Ask students to complete the exercise, reminding them that they should use the continuous infinitive (*be doing*) with non-stative verbs.
 - Check answers orally and/or by writing them on the board.

Additional Task

- Write the following on the board and ask students to complete the second sentence so that it means the same as the first, using a modal verb in the correct form:

► On the Board

1 *It isn't necessary for you to help me.*

You ...

2 *I'm sure he's tired after the journey.*

He ...

3 *It would be a good idea if you phoned your grandmother.*

You ...

4 *You are allowed to watch TV after you've done your homework.*

You ...

5 *Tom's definitely not in hospital – I've just seen him.*

Tom ...

- Check answers orally and/or by writing them on the board.

- 1 You do not / don't have (need) to help me.
- 2 He must be tired after the journey.
- 3 You should / ought to phone your grandmother.
- 4 You can / may watch TV after you've done your homework.
- 5 Tom can't be in hospital – I've just seen him.

Homework

- Assign exercises 1,2,3,4,5 on pages 39 and 40 of the Workbook.

Speaking

Aim: to give practice in comparing photographs

- Elicit the meaning of the word *compare*. (If you compare two things, you focus on both their similarities and differences.)
- Ask students to compare the first two pictures, before they listen to the CD.
- Play the CD once, asking students to circle each of the words/phrases 1-7 they hear used in the description of the photos. **CD 1, Track 22**
- Check answers orally and/or by writing them on the board.
- When checking answers, elicit why the answer given on the CD is preferable to the other option given in the book. (eg in number 1, *at first* is wrong because it is normally used when comparing two different times, as in the following sentence: *At first, I thought she was telling the truth, but later I realised she was lying.* The speaker uses the phrase *to begin with* correctly to refer to the first of a series of observations about the photographs.)

- to begin with
- of
- is a photo of a
- much older than
- They're both
- one main difference is
- whereas

- Give students a few minutes to look at the other pictures and make some brief notes about them.
- Check answers orally and/or by writing them on the board.

(suggested answers)

- 3 & 4 main similarities: both are women doing a job
main differences: model / businesswoman;
beauty / brains
- 5 & 6 main similarities: both are families doing something together
main differences: active/passive; happy/bored;
fun/boring

- Choose a couple of students to compare pictures 3 and 4, then different ones to do the same with pictures 5 and 6.
- Ask the rest of the class to monitor closely, making sure the phrases from exercise 1 are used correctly.
- Explain to students that they are going to have a conversation with their partner based on the information on page 168.

- Allocate the roles of Neighbour A and Neighbour B for each pair.
- Give students a couple of minutes to think about their roles, asking them to try and use some modal verbs in their conversation.
- Write the following phrases on the board for them to use if they choose:

On the Board

Could you turn your music down, please?
You shouldn't play it so loud.
I don't have to listen to you!
You must be joking!
You can't be serious!

- Refer students to the *Speaking database* on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.
- Ask a couple of pairs of students to re-enact their role-play in front of the class and elicit feedback from the rest of the class.

Soundstation

Aim: to give practice in producing the sounds /æ/, /ɑ:/ and /ʌ/

- Rather than asking students to look back at Unit 5, you may prefer to write the words on the board and elicit their pronunciation (*hat*: /hæt/ or /hæʔ/, *heart*: /hɑ:t/, *hut*: /hʌʔ/).
- Explain to students that they are going to play a game.
 - Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
 - Then, he/she says a sentence aloud, using the word. For example, *That shark was very big.* Explain to students it doesn't matter which adjective they choose to end with.
 - The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, *shack*, the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
 - Students keep their own score and the winner is the person with the most points at the end of the game.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to look at the photo and the heading for the advertisement and elicit suggestions as to what the advertisement is for (without telling them the meaning of the word *renovation*).

- Ask students to read through the text, without filling in the gaps for the moment, and tell you a) what they understand by the verb *renovate* and b) what kind of holiday is being advertised.
- Ask students to complete the gaps in the text.
- Check answers orally and/or by writing them on the board.

- 1 make
- 2 have
- 3 should
- 4 have
- 5 part
- 6 of
- 7 do
- 8 have/take
- 9 do
- 10 must

Additional Task

- Ask students to design an advertisement for an alternative kind of holiday (eg learning how to cook, working on an environmental project, etc).
- Ask them to write a short text for the advertisement and then either draw a picture or find a photograph to stick on it.
- After you have given students feedback on their work, display some or all of the advertisements on the classroom walls.

Writing

Layout and text structure

Aim: to give students practice in structuring and laying out a report

- 1 • Elicit suggestions as to the functions of reports and the circumstances in which one would write one. (Their function is to present factual information, often based on some sort of research done on a particular subject, and people often have to write them as part of their job, at school, etc.)
- You might want to get different students to read a paragraph each of the report aloud, while the others follow in their books.
- Check students' understanding by eliciting who the report is to and from and what its subject is. (It's to them, from the author of *Laser B I*, on the subject of report-writing.)
- Ask them to answer questions 1-5.
- Check answers orally and/or by writing them on the board, eliciting reasons why the false statements are false.

- 1 B: They are generally formal.
- 2 A
- 3 B: They can be just a sentence long.
- 4 B: You should begin with *To:*, *From:* and *Subject:*
- 5 A

- 2 • Tell students you are going to dictate a report to them and they must write it down word for word, making sure they paragraph it properly, give it headings, etc.

- Read the following:

To: Mrs King
From: Sally Smith
Subject: Class Party

Introduction

The aim of this report is to look at how successful last Friday's class party was.

Food

We had arranged that each student would bring a different kind of food with them from home, with the result that we had an excellent choice of sandwiches, pies and cakes.

Music

Our music teacher, Mr Brown, provided the music and he was also the DJ for the party. Some students felt there was too much music from the 1980s but they agreed that it was quite good to dance to.

Conclusion

On the whole, the party was a great success. I would recommend, however, that we have a professional DJ for our next party.

- Check by writing the report on the board. Make sure students check their spelling, as well as the layout of the report.

Homework

- Assign exercises 1,2,3,4 on page 41 of the Workbook.

Get Ready to Write

Report

Aim: to prepare students to write a report

- 1 • Ask students to read the report and answer the questions individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 Alison Webster
- 2 Jane Peters
- 3 a discover b whether c on the whole d currently
e reduce f consider

- 2 • Go through the questions with students, eliciting ideas in answer to the questions and writing them on the board.

► On the Board

(students' suggestions)

eg

- 1 *club facilities: tennis courts, squash courts, swimming pool, sauna, gym, golf course*
- 2 *possible improvements: swimming pool could be extended and cleaned more often, more saunas built, gym could have better equipment, tennis courts could have lighting installed so they could be used in the evening, staff could be more professional/helpful*
- 3 *recommendations: should spend more money on updating facilities, training staff, etc*

- 3 • Ask students to go to their Composition Planner on page 157 and give them about five minutes to write a brief plan for their report.

Homework

- Assign the writing of the report students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this report and give it to you. Their report will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their report to you.

Additional Task

- Ask students to find a key word from anywhere in the unit (ie a noun or verb) and write their own sentence using it (but not show it to anyone else).
- Go round checking that the key words are used correctly in the sentences.
- Go round the class, asking each student to read out their sentence **minus** the key word, where they will just say 'blank'.
- The rest of the class have to guess what the missing word is.
- After all students have read out their sentences, ask them to swap their answers with their partner's and go round the class, eliciting each student's missing word.
- Write the answers on the board and ask students to mark their partner's.
- NB: There will be cases where a student has guessed a word which isn't the same as the one intended, but fits the gap in the sentence just as well, in which case the student should get a mark.

Units 5 - 6 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 5 and 6.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 48 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 5 and 6 have been completed.
- Alternatively, you may want to assign exercises 1 and 6 after Unit 5 has been completed and exercises 2, 3, 4 and 5 after Unit 6 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1

1 I'm going to be	6 ✓
2 I have	7 ✓
3 ✓	8 Can / Shall
4 ✓	9 come
5 We're going to	10 ✓

2

1 Could 2 can 3 could 4 have to 5 will 6 should

3

1 must be
2 can't be
3 ought to / should announce
4 should not / shouldn't / ought not to /
oughtn't to do
5 may / might / could
6 may / might / could be walking

4

1 does 2 take 3 made 4 had 5 do
6 make 7 made 8 take

5

1 selfish 2 popular 3 kind 4 jealous 5 strict
6 lonely 7 rude 8 shy

6

1b 2d 3a 4c 5d 6d 7b 8a 9c 10a

Grammar: modal perfect / -ing form or full infinitive?

Lexis: entertainment / phrasal verbs (with up)

Reading skills: recognising text type and function

Listening skills: listening for attitude and purpose

Speaking skills: suggesting and recommending

Writing skills: awareness of target reader / article

Pronunciation skills: recognition of /nd/ and /d/, /ŋg/ and /g/

- Ask students to look at the title of the unit and elicit suggestions as to what it will be about.
- Ask students what they prefer doing: going out or staying at home.
- Write the following on the board and ask students to guess what the word connected with free time and enjoying oneself is (entertainment):

► On the Board

e _ _ e _ t _ _ _ m _ _ t

Get warmed up!

Aim: to introduce the topic of entertainment through personal responses

- Ask students in pairs, in small groups or individually to write down as many places as possible. You may wish to set a time limit of two minutes.
- Bring the class together and elicit the places they came up with. Write them on the board.

► On the Board

(suggested answers) parks, nightclubs, pubs, bars, cafés, restaurants, sports/leisure centres, gyms, funfairs, etc

- Give students a short time to discuss the three other questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.

Reading

Aim: to give practice in recognising text type and function

- Go through the text types (1-8) with students, making sure they understand what each one is.
- Ask them to read the extracts quickly and match them to the text types (guessing at any vocabulary in the extracts they are unfamiliar with).
- Check answers orally and/or by writing them on the board.

1B 2F 3C 4E 5H 6A 7G 8D

- Now ask students to read the texts again in more detail to choose the correct statement, a, b or c. (Alternatively, you might want to ask different students to read the extracts aloud before they tackle this exercise.)
- Check answers orally and/or by writing them on the board, eliciting where in each extract the relevant information is found.

Ac Bc Cb Db Ea Fc Gb Hb

Homework

- Assign the Reading exercise on page 43 of the Workbook.

- Students now read the extracts again to find the answers to questions 1-6.
- Check answers orally and/or by writing them on the board, again eliciting where in each extract the information is found.

- 1 A/C/E
- 2 B/F
- 3 D/H
- 4 G
- 5 E
- 6 A/B

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of entertainment

- Ask students to complete this exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- | | |
|------------|------------------|
| 1 directed | 5 games |
| 2 set | 6 remote control |
| 3 plot | 7 youth club |
| 4 set | |

- Ask students to complete this exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- | | |
|-------------|--------------|
| 2 FUNFAIR | 8 DISCO |
| 3 NIGHTCLUB | 9 RESTAURANT |
| 4 BALLET | 10 MUSEUM |
| 5 CIRCUS | 11 GALLERY |
| 6 THEATRE | 12 CINEMA |
| 7 CAFÉ | 13 CONCERT |
- hidden word: ENTERTAINMENT

Additional Task

- Write the names of the entertainment venues from exercise 2 on separate slips of paper and give one to each pair of students in the class.
- Ask each pair to make up a short dialogue that might take place at the venue they have been given, giving some clues as to where it is, but not making it too easy to guess.
- Ask each pair of students to read out their dialogues; when they have finished, the rest of the class have to try and guess where it took place.
- Whoever guesses correctly first has the next turn at reading out their dialogue with their partner.

Homework

- Assign exercises 1,2 on page 44 of the Workbook.

Grammar I

Modal perfect

Aim: to introduce the modal perfect form and familiarise students with its usage

- 1 • Elicit the modal verbs of possibility/probability focused on in the previous unit and write them on the board:

► On the Board

*must
may
might
could
can't
should
ought to*

- Elicit the differences in meaning between the verbs when referring to possibility/probability.
- Go through **Grammar database 13** on pages 187 and 188 of the **Grammar database** with students.
- Ask students what they think the picture shows.
- Elicit the meaning of the word *karaoke*, before asking them to complete the exercise, referring to **Grammar database 13** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 must
- 2 should
- 3 could
- 4 have been
- 5 can't

- 2 • Ask students to complete the exercise, referring to **Grammar database 13** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 have bought
- 2 have remembered
- 3 have forgotten
- 4 have been
- 5 have won

Additional Task

- Write the following on the board:

► On the Board

- 1 My car broke down this morning.
- 2 The dog ate my dinner yesterday.
- 3 I couldn't sleep last night.
- 4 I laughed a lot in the cinema.

- Read out each of the sentences and ask students to respond to them, giving an explanation for the events, and using the modal infinitive with either *must* or *can't*.

(suggested answers)

- 1 You must have forgotten to put petrol in it.
- 2 It must have been hungry.
- 3 You can't have been tired.
- 4 The film must have been funny.

- Ask students to each think of a situation like those on the board and tell their partner, who then has to respond using the modal perfect form.
- Go round the class, monitoring the conversations and giving help if needed.

Homework

- Assign exercises 1,2,3,4 on page 45 of the Workbook.

Background Information

- The word **karaoke** is Japanese in origin and is used in English to refer to the practice (which originated in Japan) of singing a well-known song on stage in a public place (eg a pub or bar). Backing music and the written lyrics of the song are usually provided.

Listening

Aim: to give practice in listening for attitude and purpose

- Elicit what the people in the pictures are doing and ask students if they do any of these activities themselves.
 - Check answers orally and/or by writing them on the board.

- a listening to music
- b playing chess
- c drawing
- d walking
- e playing a computer game

- Tell students they must listen, decide which activity is being described and write a, b, c, d or e accordingly next to each speaker.
 - Point out to students that just because they can see, for example, girls walking in a picture that doesn't mean it will be a girl talking about walking on the CD. They are matching the activities, not the people.
 - Play the CD once. **CD 1, Track 23**
 - Check answers orally and/or by writing them on the board.

Speaker 1: d
Speaker 2: a
Speaker 3: e
Speaker 4: b
Speaker 5: c

- Ask different students to read out statements A-E and tell them they are going to have to listen out for which speaker each one applies to.
 - Play the CD again. **CD 1, Track 24**
 - Check answers orally and/or by writing them on the board.

Speaker 1: C
Speaker 2: E
Speaker 3: A
Speaker 4: B
Speaker 5: D

Homework

- Assign the Listening exercise on page 48 of the Workbook.

Additional Task

- Write the following hobbies on the board:

► On the Board

ice-skating
skateboarding
stamp-collecting
bird watching
gardening
climbing
playing the guitar
cycling
writing poetry

- Check students are familiar with the different activities.
- Ask them to choose one of the activities and write a sentence describing it in such a way that it isn't very easy (but is possible) to guess what it is (eg *You fall down a lot at first and you need to wear warm clothes.* = ice-skating).
- Go round the class asking students to read out their sentences, while the others try and guess the activity being described.

Dictionary Corner

Aim: to give practice in using phrasal verbs with up

- Ask students to shut their books and elicit any phrasal verbs they know containing the particle up.
- Ask them to open their books and see if they recognise any of the verbs in the list, eliciting examples of their use.
- Go through the other verbs in the list, giving an oral example for each one, making sure the meaning of the verb is the same as that in the exercise. (eg *do up* – *I'm doing up my house at the moment.*)
- Ask students to complete the exercise individually or in pairs, paying attention to their spelling of the different verb forms.
- Check answers orally and/or by writing them on the board.

- | | |
|----------------|-------------------|
| 1 pick (me) up | 5 give up |
| 2 setting up | 6 taken up |
| 3 turned up | 7 making up |
| 4 do up | 8 putting (me) up |

Homework

- Assign exercises 1,2 on page 46 of the Workbook.

Grammar 2

-ing form or full infinitive?

Aim: to develop students' understanding of the usage of the -ing form and the full infinitive

- Go through **Grammar database 14** on pages 188 and 189 of the **Grammar database** with students, drawing their attention in particular to verbs that can be followed by both the -ing form and the full infinitive.
 - Ask students to complete the exercise, referring to **Grammar database 14** if necessary.
 - Check answers orally and/or by writing them on the board.
 - Ask students what *remember buying* (sentence 4) and *stop to dance* (sentence 6) actually mean.

- | |
|------------------------------|
| 1 go should be going |
| 2 taking should be to take |
| 3 ✓ |
| 4 buying should be to buy |
| 5 ✓ |
| 6 to dance should be dancing |

- 2 • Ask students to complete the exercise, referring to **Grammar database 14** if necessary.
- Ask a student to summarise orally what the text is about.
- Check answers orally and/or by writing them on the board.

1 visiting	7 to join
2 drawing	8 to be
3 painting	9 drawing
4 to learn	10 to stick
5 studying	11 trying
6 going	12 to see

Homework

- Assign exercises 1,2,3,4 on pages 46 and 47 of the Workbook.

Soundstation

Aim: to give practice in recognising the sounds /nd/, /d/, /ŋg/ and /g/

- 1 • Ask students to listen and follow the words in their books.
- Play the CD stopping it after the word *figure*.

CD 1, Track 25

- Point out to students that the vowel sounds in each pair of words are exactly the same – the only difference in pronunciation is in the final consonant (in the first two pairs) and the middle consonant (in the third pair).
- Play the CD again, stopping after each pair of words and asking students to repeat them.

- 2 • Ask students to read through the sentences before listening.
- Play the second part of the CD once and then again, if necessary. **CD 1, Track 26**
- Check answers orally and by writing them on the board.

1 land	4 trend
2 bad	5 finger
3 bend	6 juggle

Additional Task

- As a follow-up task, you might like to write the following tongue twister on the board and ask students to have a go at saying it as fast as they can:

► On the Board

A hundred friends couldn't find their fingers!

Speaking

Aim: to introduce students to language for making suggestions and recommendations

- 1 • Ask students if they can think of any ways of making suggestions in English (eg *Why don't you/we ...?*).

- Ask them to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 to	5 idea
2 suggest	6 if
3 about	7 that
4 How	8 his/her

- 2 • Elicit descriptions of the pictures from different students, encouraging them to find ways round vocabulary they don't know.

(suggested answers left to right)

- a She's painting a picture.
- b He's mountain-climbing.
- c He's doing a magic trick.
- d He's sticking stamps in an album / stamp-collecting.
- e He's dancing.
- f He/She's doing a crossword.

- 3 • Ask students to discuss the situation described in pairs, using structures from exercise 1.
- Remind them that they can use the useful phrases from the box in exercise 1 if they wish.
- Stress the fact that it's not enough just to make suggestions about the hobby Carla should take up – they must also give **reasons** for their suggestions.
- Go round the class monitoring the conversations.
- Elicit suggestions from the class as a whole as to the best hobbies for Carla and take a vote on the two most suitable ones.
- 4 • Ask students to read the rubric and elicit what information they will need to include in their note to Carla.
- Then give them a short time (about five minutes) to write their notes individually.
- Refer them to the useful phrases in exercise 1 for making the two recommendations.
- Then ask individuals to read out their notes to the rest of the class so that students can compare their ideas.
- 5 • Explain to students that they are going to have a conversation with their partner based on the information on page 168 and the notes they made in exercise 4.
- Ask students to decide with their partner which role they're going to play, Flatmate A or Flatmate B.
- Give them a couple of minutes to think about their roles and remind them to use some of the structures from exercise 1.
- Refer students to the *Speaking database* on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.

- Tell the class who you feel was the most persuasive and convincing in their arguments!

Additional Task

- Tell students that you have some problems and want their advice about them.
- Write the following on the board:

► On the Board

*My washing machine's broken.
My sister borrowed some money from me and hasn't paid me back.
My husband/wife/partner watches too much TV.
I can't afford to go on holiday this year.
My cat has had five kittens and I can't find homes for them.
I want to get fit.*

- Choose different students to give you some advice on one of the problems without saying which problem they're referring to.
- The rest of the class have to guess which of the problems they're trying to help you solve.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise individually or in pairs.
- Remind them that they should write no more than five words in each gap.
- Check answers orally and/or by writing them on the board.

- 1 given up
- 2 feel like going
- 3 can't / cannot / couldn't / could not have seen
- 4 should have invited
- 5 looking forward to seeing

Writing**Awareness of target reader**

Aim: to develop students' awareness of their target reader

- 1 • Ask students why it is important to think about one's target reader (i.e. who they are writing to or for) when writing a composition (to ensure the content is relevant and the style and register are correct).
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

1d 2f 3b 4e 5a 6c

- 2 • Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 a, a
- 2 a, a
- 3 a, a
- 4 a, b
- 5 b, a
- 6 b, a

Homework

- Assign exercises 1,2 on page 48 of the Workbook.

Get Ready to Write**Article**

Aim: to prepare students to write an article

- 1 • Ask four different students to read a paragraph each of the article aloud, while the others follow in their books.
- Go through questions 1-3 with students.
- Check answers orally and/or by writing them on the board.

- 1 b
- 2 Yes, paragraph 1: 'I've ever had ...'
paragraph 4: 'Although I didn't ...', 'I'd love to ...'
- 3 fairly informal

- 2 • Ask students if they can remember what a talent contest is (it came up in exercise 2 of the first Grammar Section – it's a competition where people give some sort of performance – dance, sing, do tricks, etc).
- Ask them to answer questions 1-6 in note form and remind them that what they write does not have to be based on truth.
- Elicit some ideas orally.
- 3 • Ask students to go to their Composition Planner on page 158 and give them about five minutes to write a brief plan for their article.

Homework

- Assign the writing of the article students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this article and give it to you. Their article will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their article to you.

Target Language

Grammar: zero, first and second conditionals / time clauses

Lexis: relationships / word formation (suffixes)

Reading skills: distinguishing fact and opinion

Listening skills: listening for gist

Speaking skills: formality

Writing skills: making suggestions / letter of advice

Pronunciation skills: production of /nd/ and /d/, /ng/ and /g/

- Elicit suggestions as to what a problem page is (a section, usually of a magazine, which features readers' letters about personal problems they are having and advice from an 'agony aunt').
- Ask students if they ever read the problem pages in magazines and if they would ever consider writing a letter to one.
- Ask students what they think the unit will be about (relationships).

Get warmed up!

Aim: to introduce the topic of relationships through personal responses

- Read out the following and ask students in pairs, in small groups or individually to write down the word for each one:
 your father's son (but not you!) (brother)
 your mother's brother (uncle)
 your father's father (grandfather)
 your mother's sister's daughter (cousin)
 your brother's son (nephew)
 your grandfather's wife (grandmother)
- Check answers orally and/or by writing them on the board.
- Give students a short time to discuss the two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.

Additional Task

- Draw a family tree on the board and put examples of your own family members in the appropriate places (first names only). Include siblings, parents, uncles, aunts, (first) cousins, nephews, nieces.
- Ask students to draw their own family tree, using yours as a model.
- Ask questions to elicit how many cousins, aunts, uncles, etc students have got.

Reading

Aim: to give students practice in distinguishing fact from opinion

- Read through the introductory part of the text with students, then ask three different students to read the letters 1-3 aloud.
 - Ask students to read the responses A-C on their own and match them to the letters.
 - Check answers orally and/or by writing them on the board.
 - Ask students if they agree or disagree with the advice given by Miranda Miracle.

1C 2A 3B

- Write the following on the board and ask students to tell you which are facts (the second and third sentences) and which are opinions (the first and fourth sentences):

► On the Board

*Italy is the most beautiful country in the world.
 Spaghetti and pizza are Italian food.
 Cats can see in the dark.
 Cats are nice animals.*

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit reasons for the answers. (eg 'He's so gorgeous!' – this is opinion because everyone might not agree.)

1O 2F 3O 4O 5F 6O

- Tell students to read through each of the four options for each question carefully and choose the best answer.
 - Check answers orally and/or by writing them on the board.
 - Elicit reasons why the other options are wrong (eg 1a - Alison says she doesn't know if her best friend's boyfriend feels the same way about her).

1b: 'He's so gorgeous!' (Letter 1)

2c: 'If you said something to your brother, it wouldn't necessarily affect your relationship with him.' (Response A)

3a: '... if you do move house, you won't be very far away from your father and your friends. It's not like you're moving to another country!' (Response B)

Homework

- Assign the Reading exercise on page 49 of the Workbook.

Additional Task

- Ask students to think of an imaginary problem relating to family, relationships, school, etc and make some notes about it.
- Choose a student to explain their problem briefly to the rest of the class.

- Ask this student to select two members of the class to give them some advice about the problem, and then decide whose advice was better.
- It is then this student's turn to explain their problem to the class.
- The process continues until all students have had a turn at reading out their problems.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of relationships

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 problem page
- 2 engaged
- 3 divorced
- 4 love
- 5 split
- 6 out
- 7 relationship

Errors To Watch Out For

- Students often use *divorce* and *marry* in the active. They are much more commonly used in the passive as adjectives: *be divorced/married* or *get divorced/married*.

Homework

- Assign exercises 1,2 on page 42 of the Workbook.

Grammar 1**Zero, first and second conditionals**

Aim: to introduce students to the forms and usage of zero, first and second conditionals

- 1 • Go through **Grammar database 15** on pages 189 and 190 of the **Grammar database** with students, drawing their attention in particular to the difference in meaning between the first and second conditional forms.
- Ask students to do the exercise, referring to **Grammar database 15** if necessary.
- Check answers orally and/or by writing them on the board.

1c 2d 3a 4b

- 2 • Give students a short time to think about the descriptions and match them with the sentences in 1.
- Check answers orally and/or by writing them on the board.

- 1c - 3
- 2d - 4
- 3a - 1
- 4b - 2

- 3 • Ask a student to read the letter aloud and elicit what the subject of it is (Jason wants to get his ears pierced).
- Ask them to do the exercise, referring to **Grammar database 15** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 had
- 2 do
- 3 will
- 4 understood
- 5 don't
- 6 would

Additional Task

- Ask students to put themselves in the role of agony aunts (and uncles!) and write a reply to Jason, giving him advice about his problem.
- Give students about ten to fifteen minutes to write their replies.
- Choose a few students to read out their letters to the class.

Homework

- Assign exercises 1,2,3,4,5 on pages 42 and 43 of the Workbook.

Listening

Aim: to give students practice in listening for gist

- 1 • Ask students to read through statements 1-5 before listening.
- Play the CD once and ask students to mark the statements True or False as they listen. **CD 1, Track 27**
- Check answers orally and/or by writing them on the board, eliciting why each answer is true or false.

- 1 F: It's with her boyfriend.
- 2 T: Jenny says they have lots of arguments.
- 3 F: Miranda doesn't say either Jenny or Adrian is wrong.
- 4 F: Her advice will supposedly solve the problems with the relationship.
- 5 T: Jenny says that she'll suggest having separate evenings where either she or Adrian decides what they do, as Miranda advised.

- 2 • Ask students to answer the questions without listening to the CD again.
- Point out to them that in some cases it is easy to make an educated guess about what the answer is likely to be (eg in 5).
- Don't check students' answers yet.

- 3 • Play the CD again for students to check and correct their answers to 2 (above). **CD 1, Track 28**
- Check answers orally and/or by writing them on the board.

1 Yes 2 No 3 No 4 No 5 No

Homework

- Assign the Listening exercise on page 54 of the Workbook.

Dictionary Corner

Aim: to familiarise students with noun suffixes and give them practice in word formation

- Go through the verbs and adjectives in the list, eliciting their meanings.
- Explain to students that there are certain common noun endings (suffixes) in English, and elicit any others they know apart from the ones given (eg -ion).
- Ask them to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

-ship: friendship
 -ment: agreement, arrangement, enjoyment, entertainment, excitement, involvement
 -ance: appearance, performance,
 -ence: preference, pretence, confidence, innocence, intelligence, patience, violence
 -ity: responsibility

Additional Task

- Write the following sentences on the board and ask students to complete the gaps with words from the previous exercise:

► On the Board

- 1 Nicole Kidman's _____ in that film won her an Oscar.
- 2 There's far too much _____ on TV nowadays.
- 3 She tries to cover up her shyness, but deep down she doesn't have much _____.
- 4 Watching animals do circus tricks is not my idea of _____.
- 5 He never takes _____ for anything and always blames others for his mistakes.
- 6 We made a(n) _____ to meet at six o'clock and he just didn't turn up.

- 1 performance
- 2 violence
- 3 confidence
- 4 entertainment
- 5 responsibility
- 6 arrangement

Homework

- Assign exercises 1,2,3,4 on page 52 of the Workbook.

Grammar 2

Time clauses

Aim: to give students practice in using time clauses

- Go through **Grammar database 16** on page 190 of the **Grammar database** with students (note that this information is not completely new to students – the use of the present tense after *if* and *when* was dealt with briefly in Unit 5, **Grammar database 10**).
- Ask students to complete the exercise, reading through the complete text quickly first before they find the answers.
- Check answers orally and/or by writing them on the board.

- 1 when
- 2 tell
- 3 after
- 4 realises
- 5 until
- 6 finds out
- 7 while
- 8 walk
- 9 as soon as
- 10 gets
- 11 until
- 12 see

Additional Task

- Ask students to come up with their own diary entry, individually or in pairs, about something important they have to do the next day.
- Write the following situations on the board and tell students to choose one of them:

► On the Board

You have to:

- 1) tell your best friend you've lost the CD she lent you.
- 2) tell your parents you've had your bike (that you forgot to lock) stolen.
- 3) tell your brother you saw him stealing something in a shop.

- Tell them to try and use some future time clauses in their entry.
- Ask them to write their diary entry on a piece of paper so that you can collect them and have a look at them.
- You might want to read one or two out to the class.

Homework

- Assign exercises 1,2,3,4 on page 53 of the Workbook.

Soundstation

Aim: to give students practice in producing the sounds /nd/, /d/, /ŋg/ and /g/

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she chooses a sentence and secretly writes down one of the two words in bold.
- Then, he/she says the sentence aloud, using the word. For example, *I think it's **banned**.*
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, 'bad', the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

Speaking

Aim: to develop students' understanding of different levels of formality in spoken English

- 1 • Explain to students that 1-3 are the kind of questions they might be asked in the First Certificate Speaking paper.
 - Elicit the meaning of question 2 (What are your parents' occupations?).
 - Ask students to match the questions to the answers (there are two different answers for each question).
 - Check answers orally and/or by writing them on the board.

a2 b3 c1 d2 e1 f1 g3

- 2 • Ask students to think about the level of formality appropriate for replies to the questions in exercise 1.
 - Check answers orally and/or by writing them on the board, eliciting why certain answers are more successful than others.

The most successful answers are a, f and g: they answer the questions fully (unlike e, where the answer is not sufficiently developed) and are neither too informal nor over-formal (like c and d, which sound very stilted in spoken English because of their use of the passive voice and words like *siblings*, which would normally only be used in a written context). Point out that students often say sentence b (for some reason) but it is quite inappropriate.

- 3 • You might need to pre-teach some vocabulary for different professions for questions 4 and 8.
 - Elicit possible ways of beginning an answer to questions 3: *He/She is*, not *He/She likes*; and 6: *I'm ...*
 - Ask students to discuss the questions in pairs and then elicit some answers from them about their partners. (eg *What job does Sam want to do when he's older? He wants to be ...*)

- 4 • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
 - Ask students to decide with their partner which role they're going to play, Brother/Sister A or B.
 - Give them a couple of minutes to think about their roles and tell them to try and use at least one conditional and one future time clause.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Give students about five minutes to do the role-play activity, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to cover up the words in bold on the right and read through the text, seeing if they can work out what any of the missing words are.
- Elicit what part of speech is missing in all the gaps (a noun).
- Ask them to look now at the words in bold and do the exercise.
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what advice students would give the writer of this letter.

- 1 disagreements
- 2 arguments
- 3 relationships
- 4 confidence
- 5 friendship
- 6 suggestions
- 7 possibility
- 8 appearance
- 9 difference
- 10 pretence

Writing

Making suggestions

Aim: to develop students' knowledge of language for making suggestions

- 1 • Before looking at the exercise, elicit any ways of making suggestions students already know (see Unit 7, Speaking, page 67).
 - Ask students to do the exercise.
 - Check answers orally and/or by writing them on the board.
 - Ask students what they think the problem for which this advice was given might be.

1d 2f 3b 4c 5a 6e

- 2 • Tell students to refer back to the structures in exercise 1 when doing this exercise.

- Remind them to pay attention to punctuation (i.e. to whether or not the suggestion is in the form of a question or a statement).
- Check answers orally and/or by writing them on the board.

- 1 talking to your parents about this.
- 2 telling Megan the truth?
- 3 get a weekend job and earn some money?
- 4 I would / I'd apologise to Phil.
- 5 to stay calm and see what happens.
- 6 explain to them how you feel.

- 3**
- Ask students to look at each situation in turn and elicit spoken suggestions. Encourage students to use their imagination and accept all sensible suggestions.
 - Ask students to write a short suggestion for each situation using the ideas they have just come up with. Encourage them to use a variety of structures from the previous exercises.
 - Check answers orally and/or by writing some of them on the board.

Homework

- Assign exercises 1,2,3 on page 54 of the Workbook.

Get Ready to Write

Letter of advice

Aim: to prepare students to write a letter of advice

- 1**
- Ask students to read the letter and then check their understanding of it by asking the following questions:
What's Linda's problem? (She doesn't get enough pocket money.)
What solutions does Jessica suggest? (To get a job or ask for money instead of Christmas and birthday presents.)
 - Ask students to answer questions 1-6 individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- 1 informal
- 2 No: she congratulates Linda on passing a test
- 3 Paragraph 2
- 4 Paragraph 3
- 5 two
- 6 The following (in Paragraph 3) should be underlined:
*Why don't you get a part-time job, maybe on Saturdays or after school and earn a bit of extra money that way?
Or perhaps you should tell everyone that you don't want presents for Christmas and your birthday, but that you'd rather have money.*

- 2**
- Ask students to read through the extract from the letter and ask them if they've ever had the same kind of problem.
 - Go through questions 1 and 2 orally with students, giving them time to take notes on the answers.
 - Ask them to write down their own suggestions for question 2.

- Check answers orally and/or by writing them on the board.

1: students' answers

2 (suggested answers): The penfriend should: plan activities to make their summer at home more interesting / try and prove to their parents that they are actually mature enough to go away with their friends / ask one of their friends' parents to talk to their parents and try and persuade them.

- 3**
- Ask students to go to their Composition Planner on page 159 and give them about five minutes to write a brief plan for their letter.

Homework

- Assign the writing of the letter students have planned in their Composition Planner; telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- Before the lesson, write the following six phrases on separate pieces of paper according to how many students you have in the class (eg if there are ten students in the class, four out of the six phrases should be duplicated):

*I'd suggest
How about
Why don't you
If I were you
My advice would be
Perhaps you should*

- Ask each student to write a problem on a piece of paper and fold it up.
- Collect the pieces of paper.
- Give each student one of the pieces of paper with a phrase for making suggestions on it.
- Go round the class asking different students to pick a piece of paper with a problem on it, which you read out.
- Ask the same student to give you some advice for the problem using the phrase for suggesting they were given.
- Continue the process until all students have had a turn at giving advice for a problem.

Units 7 - 8 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 7 and 8.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 51 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 7 and 8 have been completed.
- Alternatively, you may want to assign exercises 3, 5, 7 and 8 after Unit 7 has been completed and exercises 1, 2, 4 and 6 after Unit 8 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

- 1 1 I'll get 2 I'd live 3 have (got) 4 asks
5 wrote 6 don't have / haven't got

- 2 1 involvement 2 relationship 3 confidence
4 performance 5 entertainment 6 patience
7 difference 8 possibility

- 3 1 ... must have / must've had a good time.
2 ... can't have gone to the same party.
3 ... shouldn't have been rude to Liz!
4 ... might have / might've forgotten.
5 ... should have / should've phoned me.

- 4 1 in 2 with 3 to 4 to 5 up 6 with

- 5 1 do 2 give 3 making 4 pick 5 setting
6 put 7 turn

- 6 1 she hears 2 you finish 3 gets 4 closes
5 arrive 6 you see

- 7 1b 2a 3d 4b 5c 6c

- 8 1 to take 2 going 3 playing 4 to have
5 splitting 6 to get 7 to become

Target Language

Grammar: third conditional / relative clauses

Lexis: humour / patterns

Reading skills: reading for gist

Listening skills: listening for specific information

Speaking skills: comparing

Writing skills: developing a narrative / short story

Pronunciation skills: recognition of numbers

- The title refers to the idea that the way you tell a joke is more important than the joke itself. *It's the way I tell 'em* was also the catchphrase of Frank Carson, an Irish comedian. The subject of the unit is jokes and humour.
- Elicit what 'em in the title is short for (*them*) and explain that it refers to jokes here.
- Ask students if they can think of any comedians who are funny more because of the way they say things than because of what they actually say.
- Ask students what kinds of things make them laugh.

Get warmed up!

Aim: to introduce the topic of humour through personal responses

- Telling a joke from their own language in English will probably cause students problems. Tell them to think of as short and simple a joke as possible and give them a few minutes to try and translate their jokes, using a dictionary if necessary.
- Ask students to tell their jokes to the class and ask other members of the class to give each one a 'funniness' rating out of ten.
- Give students a short time to discuss the two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.

Reading

Aim: to give students practice in reading for gist

- Ask students to read the title of the text and elicit what they think it might be about.
 - Ask if they have ever watched *Mr Bean* and whether they thought it was funny or not and why.
 - Students then read the statements so they know what information they should be reading for.
 - Choose different students to read each paragraph aloud.
 - Then ask students to tell you which of the sentences best summarises what the text is about.

c

- Ask students to do this exercise individually or in pairs.
 - You might like to set a time limit of about 2 minutes for this task for students to practise reading for gist.
 - Check answers orally and/or by writing them on the board.
 - Encourage students to read out to you the words and phrases which helped them decide on the answer.

1e 'Whether you live in Moscow, Athens, Mexico City, Toronto or Johannesburg ...'

2d 'Girl: Knock, knock.

Boy: Who's there?

Girl: Aunt.

Boy: Aunt who?

Girl: Aren't you going to invite me in?

3a 'In the sitcom *Blackadder* ...'

4b 'The style is more in the tradition of Charlie Chaplin ...'

5c 'The car drove away with Mr Bean's sock and shoe on top.'

- Ask students to read the text again and give them a short time to work out the answers to the questions.
 - Check answers orally and/or by writing them on the board, again encouraging them to read out to you the words and phrases which helped them decide on the answer.

1B 'You may also have seen one of the two *Mr Bean* movies ...'

2A 'This use of "aunt" and "aren't" meaning different things but sounding the same probably doesn't work in any other language.'

3B 'In the sitcom *Blackadder*, much of the humour comes from him saying funny and clever things.'

4B 'Although it was extremely popular in Britain, it was not particularly successful in other countries.'

5A '... where we laugh at what we see, not what we hear.'

6B 'But we all knew what was going to happen – and it did!'

Homework

- Assign the Reading exercise on page 57 of the Workbook.

Additional Task

- Write the following on the board and ask students to match the first and second parts of each joke:

► On the Board

- 'Doctor, doctor, I think I'm invisible.'
- Where do birds go for their holidays?
- What did the big chimney say to the little chimney?
- Why is 6 scared of 7?
- Why did the football coach give his team a lighter?
- a The Canary Islands.
- b Because they kept losing their matches.
- c Because 7 8 9.
- d 'Next, please.'
- e 'You're too young to smoke.'

- Check answers orally and/or by writing them on the board, making sure students have understood them. (NB: In joke 4, '7 8 9' is supposed to be understood as '7 ate 9').
- Ask students which of the five jokes they preferred.

1d 2a 3e 4c 5b

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of humour

- Ask students to read through the words in the list and see if they can work out what two words *sitcom* is short for (*situation comedy*).
- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- hilarious
- comedy
- comedian
- punchline
- humour
- sitcom
- straight face
- loud
- laughter

Additional Task

- Write the following on the board and ask students to discuss what it means:

► On the Board

Laughter is the best medicine.

Homework

- Assign exercises 1,2 on page 58 of the Workbook.

Grammar I

The third conditional

Aim: to introduce students to the form and usage of the third conditional

- Quickly recap on zero, first and second conditionals by writing the following on the board and asking students to complete the sentences (tell them the first refers to a general fact):

► On the Board

- If your sister has a son, that child ...*
- If I don't do my homework, my teacher ...*
- If I were a millionaire, I ...*

- Check that students have completed the sentences using the correct forms of zero, first and second conditionals (eg *I ... is your nephew*, *2 ... will be angry*, *3 ... would buy a sports car*).
- Tell students there is another conditional form they need to familiarise themselves with and go through **Grammar database 17** on page 190 of the **Grammar database** with them.
- Explain the meaning of the word *pitchfork* (a large fork for picking up hay), which is essential in order to understand the joke.

- Ask a student to read the joke aloud while the others follow in their books.
- Ask students to complete the exercise, referring to **Grammar database 17** if necessary.
- Check answers orally and/or by writing them on the board.

- hadn't / wouldn't
- hadn't / would
- hadn't had / have faced

- Ask these questions before getting students to do the exercise.

- Did his parachute open? (no)
- Was there a haystack below? (yes)
- Had someone put a pitchfork in the haystack? (yes)
- Did he miss the pitchfork? (yes)
- Did he land on the haystack? (no)

- Ask students to complete the exercise, referring to **Grammar database 17** if necessary.
- Check answers orally and/or by writing them on the board.

- had opened
- would have been / would've been
- had not put / hadn't put, would have been / would've been
- had not missed / hadn't missed, would have / would've hurt
- had landed, would not have / wouldn't have broken

Additional Task

- Write the following chain of events on the board:

► On the Board

He overslept → missed bus → late for school → teacher angry

- Ask students to make three sentences using the third conditional form about the events (eg *If he hadn't overslept, he wouldn't have ...*).
- Check answers orally and/or by writing them on the board.

- If he hadn't overslept, he wouldn't have missed the bus.*
- If he hadn't missed the bus, he wouldn't have been late for school.*
- If he hadn't been late for school, his teacher wouldn't have been angry.*

Homework

- Assign exercises 1,2,3,4 on pages 58 and 59 of the Workbook.

Listening

Aim: to give students practice in listening for specific information

- 1 • Ask students to read through statements 1-5 and the possible answers before they listen.
 - Play the CD once and give students a short time at the end to write their answers. **CD 2, Track 1**
 - Check answers orally and/or by writing them on the board. (Don't go into too much detail about the answers at this point.)

- 1 young people
- 2 scientist
- 3 40,000
- 4 psychiatrist
- 5 3

- 2 • Ask students to fill in the gaps without listening to the CD again, telling them to guess at any they're not sure about.
 - Don't go over the answers yet.
- 3 • Play the CD again for students to check their answers to exercise 2. **CD 2, Track 2**
 - After listening, give them a couple of minutes to amend any of their original answers.
 - Check answers orally and/or by writing them on the board.
 - Choose a student to retell the joke told on the CD, reminding them that jokes are normally told in the present tense.

- 1 Teenage
- 2 funniest
- 3 experiment
- 4 humour
- 5 stupid
- 6 hunters
- 7 mobile (phone)

Homework

- Assign the Listening exercise on page 62 of the Workbook.

Soundstation

Aim: to give students practice in recognising numbers that sound similar

- Ask students the following questions:
 - How many students are there in the class? (*students' answers*)
 - How many years is half a century? (*50*)
 - What's an unlucky number? (*13 is in Britain*)
 - At what age do you legally become an adult in your country? (*18 in most countries*)
- Tell students they are going to hear some sentences on the CD, each of which includes a number; and they must choose which one it is (from the choice of two given).
- Play the CD once, and then again if necessary. **CD 2, Track 3**

- Check answers orally and by writing them on the board.
- Ask students where the stress usually falls in numbers like 13, 14, 15, etc (*on the second syllable of the word*) and in numbers like 30, 40, 50, etc (*on the first syllable of the word*).
- Ask different students to read out the pairs of numbers, making sure they stress the correct syllables in each one.

1 30 2 14 3 15 4 60 5 70 6 80 7 19

Dictionary Corner

Aim: to develop an awareness of patterns

- 1 • Ask students to look at the seven verbs/verb phrases and elicit any example sentences they can think of using them.
 - Ask them to do the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- 1 manage
- 2 succeed
- 3 be capable
- 4 prevent
- 5 depend
- 6 let
- 7 allow

- 2 • Ask students to do the exercise.
 - Check answers orally and/or by writing them on the board.

1c 2e 3b 4g 5f 6d 7a

Additional Task

- Write the following questions on the board:

► On the Board

- 1 What does success depend on?
- 2 What kinds of things do computers allow us to do?
- 3 What can eating healthily prevent us from?
- 4 What did Neil Armstrong succeed in doing?
- 5 What would you like your parents to let you do?

- Elicit short spoken answers to the questions, telling students that the first word of their reply should be a verb in the appropriate form.

(suggested answers)

- 1 being confident / having talent
- 2 to get information easily
- 3 becoming ill
- 4 walking on the Moon / being the first man to walk on the Moon
- 5 Stay out late every night!

Homework

- Assign exercises 1, 2 on page 60 of the Workbook.

Grammar 2

Relative clauses

Aim: to develop students' understanding of relative clauses

- Go through **Grammar database 18** on page 191 of the **Grammar database** with students.
- Ask students to do the exercise individually or in pairs, referring to **Grammar database 18** if necessary.
- Check answers orally and/or by writing them on the board.
- Ask different students to read the jokes aloud and check their understanding of them (eg in 3, 'moo' is the sound a cow makes and 'moo-seum' sounds like *museum*).
- For joke number 2, ask someone in the class to write 'Ivor Lottov Cash' on the board the way it's meant to be understood (*I've a lot of cash*).

- who
- which
- where
- whose

- Ask students to do the exercise, referring to **Grammar database 18** if necessary.
- Check answers orally and/or by writing them on the board.
- Ask different students to read the jokes aloud and check their understanding of them (especially numbers 3 and 4, where 'Nobel' (no bell) and 'Tony' (toe knee) are a play on words).

- which
- why
- who
- whose

- Ask students to look back at the sentences in exercise 2 and decide which of the relative pronouns could be replaced with *that*.
- Check answers orally and/or by writing them on the board.
- Elicit what kind of relative clauses all the sentences in exercises 1 and 2 contain (defining).

1, 2, 3

Additional Task

- Write the following on the board:

► On the Board

- My husband whose name is Stephen is 42 today.
- She's a woman, who hates publicity.
- Only one person, who I know, will be at the party.
- Sophie whose parents are very rich is going on holiday to the Bahamas.

- Ask students what each sentence implies (1 that the writer has more than one husband, 2 that it can't be taken for granted that 'she' is a woman, 3 that only one person will be at the

party, 4 that the writer knows more than one person called Sophie).

- Ask students to write the sentences down, changing the punctuation and making any other changes to them so that they sound more natural.
- Check answers orally and/or by writing them on the board.

- My husband, whose name is Stephen, is 42 today.
- She's a woman who hates publicity.
- Only one person (that) I know will be at the party.
- Sophie, whose parents are very rich, is going on holiday to the Bahamas.

Homework

- Assign exercises 1, 2, 3, 4, 5, 6 on pages 60 and 61 of the Workbook.

Speaking

Aim: to give students practice in comparing

- Elicit what pictures a, b, c and d show and ask students to fill in the relevant parts of the exercise accordingly: *This is a picture of ...*
- Ask students to make notes, individually or in pairs, on similarities and differences between the two pictures in each pair and on which situation they'd prefer to be in and why.
- Check answers orally and/or by writing them on the board.

Picture a: a comedian

Picture b: a clown

similarities: both people are funny / making people laugh

differences: (a) is in films; (b) is in the streets

(a) makes lots of money; (b) doesn't make much money

(a) is a professional; (b) is an amateur

Situation preferable: students' answers

Picture c: children at school

Picture d: children at school

similarities: they both show children having a lesson

differences: (c) the children look bored,

(d) they look as if they are having fun;

(c) they are wearing school uniform,

(d) they are casually dressed

Situation preferable: students' answers

- 2 • Go through the phrases for expressing preferences, drawing students' attention to the fact that *I'd prefer* is followed by the full infinitive, whereas *I'd rather* is followed by the bare infinitive.
 - Give students a short time to think about how they can express their opinions about the pictures using the phrases given.
 - Elicit different students' opinions about the pictures, making sure they use some of the structures given to express themselves.
- 3 • Explain to the students that they are going to have a conversation with their partner based on the information on page 169.
 - Ask students to decide with their partner which role they're going to play.
 - Give them a couple of minutes to think about their role.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Give students about five minutes to do the role-play activity, while you go round the class monitoring.

Additional Task

- Direct the following questions (orally) at different students, asking each one to give a reason for their answer:

Would you rather:

be an actor or a singer?
go on holiday to America or Australia?
spend money on CDs or clothes?
go horse-riding or ice-skating?
own a car or a boat?
see a science fiction film or a comedy?

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Pre-teach the word *hook*, which is integral to an understanding of the joke in this text.
- Ask students to read the first two sentences of the text and, without looking at the multiple-choice items below, try to work out what the missing words are (1 humour, 2 joke).
- Ask them to look now at the multiple-choice items, read through the rest of the text and choose the options that they think fit the gaps.
- Check answers orally and/or by writing them on the board.
- Check students' understanding of the text by asking the following questions:
 - How did Jake get his wooden leg? (a shark bit his leg off)
 - How did he get his hook? (someone cut off his hand in a sword fight)
 - How did he lose his eye? (he used his hook to try and get some sand out of it!)
- Ask different students to read the text aloud.

1d 2b 3d 4b 5a 6a 7d 8c 9c 10c

Writing

Developing a narrative

Aim: to develop students' ability to develop and structure a plot

- 1 • Give students a few minutes to read the story and write a sentence summarising it.
 - Check answers orally.

(suggested answer:)

The writer played a joke on his brother by putting the clocks forward and making him think he had overslept.

- 2 • Ask students to make brief notes on what happens at the beginning, in the middle and at the end of the story.
 - Check answers orally and/or by writing them on the board.

At the beginning: decides to play joke on brother
 In the middle: puts all clocks forward, brother shocked – thinks he's overslept, wakes girlfriend
 At the end: brother annoyed, writer amused

Homework

- Assign exercises 1,2,3 on page 62 of the Workbook.

Get Ready to Write

Short story

Aim: to prepare students to write a short story

- 1 • Ask students to answer the questions individually or in pairs.
 - Check answers orally and/or by writing them on the board.

1 simple past
 2 informal
 3 b
 4 no

- 2 • Ask students if they have ever played a practical joke on someone and elicit some examples (either of ones they played themselves or that they have heard about from other people).
 - If necessary, explain that many people, particularly children, play practical jokes on April 1st (April Fool's Day).
 - Give students a few minutes to think of a plot for their story, using one of the ideas that has been discussed if they choose. (Remind them that their story does not have to be based on truth.)
 - Elicit some plots that students have come up with.
 - Ask students to divide their plots into three parts: beginning, middle and end.

- 3** • Ask students to go to their Composition Planner on page 160 and give them about five minutes to write a more detailed plan for their story.

Homework

- Assign the writing of the story students have planned in their Composition Planner; telling them to write between 120 and 180 words.
- Tell students they will write a first version of this story and give it to you. Their story will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their story to you.

Fair Play

Target Language

Grammar: conditionals revision and *unless / so, such, too, enough*

Lexis: collocations / sport

Reading skills: distinguishing main concepts

Listening skills: listening for main points

Speaking skills: asking and answering

Writing skills: awareness of purpose / informal letter

Pronunciation skills: production of numbers

- The title refers to the concept in sport of playing by the rules. The subject of the unit is sport.
- Ask students what they think *fair play* means in sport and how important they think it is to play by the rules.

Get warmed up!

Aim: to introduce the subject of sport through personal responses

- Give students 30 seconds to write down, individually, in pairs or in small groups, as many sports as they can think of.
- Bring the class together and elicit the sports they came up with. Write them on the board.

► On the Board

Students' answers, eg

football, tennis, swimming, basketball, golf, hockey, ice hockey, skiing, badminton, table tennis, horse-riding, squash, rugby, rowing, surfing, windsurfing, gymnastics, polo, water polo, climbing

- Ask students to tell you which are team sports (football, basketball, hockey, ice hockey, rugby, rowing, polo, water polo) and which are usually played/done by individuals (tennis, swimming, golf, skiing, badminton, table tennis, horse-riding, squash, surfing, windsurfing, gymnastics, climbing).
- Ask students which sports on the board they have actually done.
- Give students a short time to discuss the other two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.
- Elicit the names of some more extreme kinds of sport (eg bungee jumping, hang-gliding, abseiling) which students might want to try.

Reading

Aim: to give practice in identifying main concepts within a text

- Ask students to look at the photos and identify the sports or activities they show (1 pool 3 diving 4 volleyball 2 jogging 5 hang-gliding 6 tennis).
- Ask them to scan the information about the sports courses and quickly match them with the appropriate photos.

- Check answers orally and/or by writing them on the board.
- Explain to students the importance of reading the sub-heading or the title of a text where it appears. They will usually always tell them what the text is about.

A2 B3 C5 D4 E6 F1

- Explain to students that paragraphs usually have one main point, but also include other details which are related to it.
- Ask students to read the texts again and, after each one, make a note of what they think the main point is.
- Look at points 1 and 2 for Course A with students and elicit which is the main point the writer makes and which is a less important detail.
(Point 1 is the main one, which all the details in the paragraph relate to in some way. Point 2 is minor because it's just one example of the things one might experience when diving.)
- Ask students to complete the exercise individually or in pairs, using the notes they made as they were reading to help them.
- Check answers orally and/or by writing them on the board, asking students to refer back to the text to explain them.

A 1 main 2 minor
B 1 minor 2 main
C 1 minor 2 main
D 1 main 2 minor
E 1 minor 2 main
F 1 main 2 minor

- Choose four students to read the information about the four people.
- Then give students a few minutes to match the people to the most suitable course.
- Check answers orally and/or by writing them on the board.
- Ask students whether they prefer sports that take place in the air, on the ground or in the water and elicit reasons for their preferences.

1 Tennis for Beginners
2 Volleyball
3 Learn to Play Pool
4 Running for Fitness

Homework

- Assign the Reading exercise on page 63 of the Workbook.

Dictionary Corner

Aim: to familiarise students with words that collocate with time

- Ask students to read the paragraph and decide what part of speech (and, in the case of verbs, what form) is missing in each of the gaps. (1 adjective, 2 verb: bare infinitive, 3 verb: simple present, 4 verb: simple present, 5 verb: -ing form, 6 verb: simple present, 7 verb: simple present, 8 verb: simple present, 9 adjective). NB: The missing word in 5 will be difficult for students to work out because it forms part of a set phrase rather than actually functioning as a verb.
- Ask students to try and fill in the missing words in the paragraph, referring back to the article if necessary.
- Check answers orally and/or by writing them on the board.

- 1 spare
- 2 find
- 3 takes up
- 4 have
- 5 being
- 6 spend
- 7 passes
- 8 takes
- 9 first

Additional Task

- Write the following expressions to do with time on the board and ask students to try and work out their meanings:

► On the Board

- 1 A stitch in time saves nine.
- 2 Time waits for no man.
- 3 Time is on your side.
- 4 Don't give him a hard time.
- 5 That was before my time.

- Check answers orally.

- 1 Doing a task early may save you work later.
- 2 Time never stops.
- 3 You've still got time because you're young.
- 4 Don't treat him too harshly.
- 5 I'm too young to know about it because it happened a long time ago.

Homework

- Assign exercises 1,2 on page 64 of the Workbook.

Grammar I

Conditionals revision and unless

Aim: to revise conditionals and familiarise students with the use of *unless*

- 1 • Go through **Grammar database 19** on page 192 of the **Grammar database** with students, drawing their attention in particular to the use of *unless*.
 - Ask students to do the exercise individually or in pairs, referring to **Grammar database 19** if necessary.
 - Check answers orally and/or by writing them on the board.
 - Ask students to re-express sentence 6 using *if* instead of *unless* (I'll come swimming with you tomorrow if I'm not busy.).

1d 2c 3b 4e 5f 6a

- 2 • Ask students to do the exercise, preferably without referring back to **Grammar database 19** (students should be familiar with these types of conditional sentences by now).
- Check answers orally and/or by writing them on the board.

a 5 b 4 c 3 d 2 and 6 e 1

- 3 • Ask students to do the exercise, referring to **Grammar database 19** if necessary.
 - Check answers orally and/or by writing them on the board.
 - Elicit what type of conditional each sentence is (1: first, 2: second, 3: third, 4: zero).

- 1 If there isn't a lot of / much snow tomorrow, we won't go skiing. / If there is a lot of snow tomorrow, we will go skiing.
- 2 If I had a horse, I would go horse-riding more often.
- 3 If I had known the rules, I would have played cricket with them.
- 4 If golfers win a professional tournament, they usually win a lot of money.

Additional Task

- Write these sentence endings on the board and ask students to come up with the first halves:

► On the Board

- 1 ... unless you marry me!
- 2 ... unless he forgot.
- 3 ... unless it's a full moon.
- 4 ... unless I'm too tired.
- 5 ... unless you don't like Robbie Williams.

(suggested answers)

- 1 I'll be miserable for the rest of my life
- 2 He obviously didn't want to call me
- 3 It will be dark tonight
- 4 I'm going to clean the house at the weekend
- 5 I might get you that CD for your birthday

Homework

- Assign exercises 1,2,3,4,5 on pages 64 and 65 of the Workbook.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of sport

- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 lose / play / win	3 win	5 draw
2 beat	4 score	

- Elicit which of the six verbs are irregular (*beat, draw, lose* and *win*).
- Ask students to complete the exercise, paying particular attention to the past simple forms of the irregular verbs.
- Check answers orally and/or by writing them on the board.

1 played	3 won, lost	5 drew
2 beat	4 scored	

Homework

- Assign exercise 1 on page 66 of the Workbook.

Listening

Aim: to give practice in listening for main points

- Check students' understanding of the five words.
- Ask students to match the pictures with the words, guessing if they're not sure.
- Check answers orally and/or by writing them on the board.

Picture a: player
Picture b: jockey
Picture c: referee
Picture d: commentator
Picture e: spectator

- Tell students that they must listen and match what each speaker says to one of the pictures.
- Point out to students that just because a person is male in a picture, it doesn't mean the speaker on the CD talking about the same job will be male.
- Play the CD once. **CD 2, Track 4**
- Check answers orally and/or by writing them on the board.

Speaker 1: b
Speaker 2: c
Speaker 3: a
Speaker 4: d
Speaker 5: e

- Ask five different students to read through the sentences and multiple-choice options.
- Explain to students that they are going to hear exactly the same speakers again, but this time in a different order (which means they can't complete any of the answers here without listening again first).
- Play the CD, while students listen and select their answers. **CD 2, Track 5**
- Check answers orally and/or by writing them on the board.

1c 2a 3c 4a 5c

Homework

- Assign the Listening exercise on page 68 of the Workbook.

Grammar 2

so, such, too, enough

Aim: to develop students' understanding of the uses of *so, such, too* and *enough*

- Go through **Grammar database 20** on page 193 of the **Grammar database** with students.
- Write the following sentence on the board and ask students to re-express it in three different ways using the words given. (It's such a hot day today. It's so hot today. It's too hot today.):

► **On the Board**

It's hot today.
such so too

- Elicit which sentence expresses the idea that the heat is unpleasant (It's too hot.) and ask students what the opposite of this sentence would be (It's not hot enough. or It's too cold.).
- Ask students to do the exercise, referring to **Grammar database 20** if necessary.
- Check answers orally and/or by writing them on the board.

1 so	3 such	5 so
2 big enough	4 too	6 enough money

- Ask students to complete the exercise individually or in pairs, referring to **Grammar database 20** if necessary.
- Check answers orally and/or by writing them on the board.

1 These trainers are too small for me.
2 The tracksuit was so expensive that I didn't buy it.
3 That is such a cool wetsuit!

- 4 I've got such a lot of baseball caps I never know which one to wear!
- 5 It's not warm/hot enough to wear a bikini!
- 6 There weren't enough ice skates for all of us.
- 7 The swimming costumes were so cheap that I bought two.

Errors To Watch Out For

- Students often find it difficult to distinguish between the meaning of very and too, especially if they don't have this distinction in their own language. When examples come up, take the opportunity to remind them that, whereas very is neutral, too is used with a negative meaning.

Additional Task

- Before the lesson, write the following sentences on separate pieces of paper:
You're too old to go to a nightclub.
You're too young to see a horror film.
It's too cold to eat ice-cream.
I'm too angry to make friends with him.
She's too hungry to just have a sandwich.
He was too scared to move.
They were too excited to sleep.
- Cut each sentence in half (after the word *to*) so that you end up with 14 pieces of paper. (If you have more than 14 students in your class, make up more sentences using *too* in a similar way and do the same with them.)
- In the lesson distribute the pieces of paper randomly (one per student) and tell them to read what theirs says, but not to show it to anyone else.
- Ask a student with the beginning of a sentence to read it aloud; whoever thinks they have the appropriate ending of the sentence should then put up their hand and read it.
- The rest of the class should decide whether or not this is the correct ending to the sentence. If it isn't, invite any other students who think they might have the correct ending to read theirs aloud.
- Continue this process until all the sentence parts have been correctly matched.

Homework

- Assign exercises 1,2,3,4,5,6 on pages 66 and 67 of the Workbook.

Soundstation

Aim: to give students practice in recognising numbers that sound similar

- 1 Explain to students that they are going to play a game.
 - Go round the class in turn. When it is a student's turn, he/she chooses a number and secretly writes it down.
 - Then, he/she says the sentence aloud, using the number. For example, *I scored 18 goals this season.*

- The rest of the class vote for which number he/she said. If the whole class votes for the right number, the student gets ten points. If one student votes (incorrectly) for, say, '80', the student who said the sentence only gets nine points, etc. Every student who votes for the correct number gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

- 2 Give students a couple of minutes to practise reading through the numbers on their own.
 - Point out to students that commas are normally used in long numbers in English to break them down, and that it might help them when reading to add them in the relevant places (eg 819,918).
- 3 Play the CD and tell students to listen to see if the way they said the numbers was correct. **CD 2, Track 6**
 - Ask different students to read the numbers aloud.
 - You might want to check by playing the relevant number on the CD after each one.

Speaking

Aim: to give practice in asking and answering

- 1 Go through the information card with students eliciting ideas for what a sportsperson's greatest and worst professional moments might be (eg (best) winning a gold medal at the Olympics, (worst) being sent off during a World Cup final).
 - Ask students to complete the information card, using their imagination to put themselves in the shoes of the sportsperson (real or imaginary) they choose.
 - You may wish to check answers orally, asking each student to present the information they have written in the form of a short presentation (eg *My name is ... and I am a ... / I play ... etc.*)
- 2 Point out to students that questions 1-5 are based on the information requested in exercise 1.
 - Ask students to come up with three more questions that an interviewer might ask a sportsperson.
 - Check answers orally.

(suggested answers)

How many hours a day do you spend training?

When did you decide you wanted to become eg an athlete?

What advice have you got for young people who would like to become eg athletes?

- 3 Refer students to the *Speaking database* on page 174 before they do the task.
 - Ask students to role-play an interview between the journalist and the sportsperson from exercise 1. When they have finished the first interview, they should swap roles. Remind them that they can use the useful phrases from the box if they wish.
 - Go round the class monitoring the interviews.

- Choose a pair of students to carry out the interview in front of the class (one in the role of interviewer; the other the sportsperson).
- Repeat this process until all students have had a turn at re-enacting one of the interviews they practised earlier with their partner.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise, preferably without referring back to either of the **Grammar databases** for this unit.
- Check answers orally and/or by writing them on the board.

- 1 have seen the match if
- 2 unless you obey
- 3 too heavy for Sam to
- 4 not old enough to take
- 5 haven't got enough people
- 6 such an exciting race
- 7 are so talented
- 8 spends three hours training

Writing**Awareness of purpose**

Aim: to develop students' awareness of purpose in writing tasks

- Ask students to close their books and think of as many different types of writing as possible (eg letter, email, essay, report, story, poem, article, speech).
- Elicit reasons why someone might choose to write these things (other than being forced to by a teacher!). eg a letter: to give someone news or apply for a job; a poem: to express one's feelings about something.
- Ask students to open their books and fill in the table, referring either to their own compositions from units 1-7 or the writing sections of these units.
- Check answers orally and/or by writing them on the board.

The boxes should be ticked as follows:

- Unit 1: informal letter: respond to and give personal information, interest and entertain the reader
- Unit 2: short story: interest and entertain the reader
- Unit 3: essay: discuss subject in a logical and formal way
- Unit 4: informal email: respond to and give personal information
- Unit 5: formal letter: ask for information
- Unit 6: report: present information so it's easy to find
- Unit 7: article: interest and entertain the reader

Homework

- Assign exercises 1,2 on page 68 of the Workbook.

Get Ready to Write**Informal letter**

Aim: to give further practice in writing an informal letter

- 1 • Ask students to read the letter and check their understanding by asking them the following question: What is Jackie's purpose in writing the letter? (to respond to Jill's last letter and give her news about herself)
- Ask students to make notes in answer to questions 1-6.
- Check answers orally and/or by writing them on the board.

- 1 Sports Day
- 2 100m and 200m
- 3 worried
- 4 because she's going to have competition from another girl who's a good runner
- 5 no – she also mentions Jill coming to stay
- 6 She's got to do some more training.

- 2 • Ask students if they have ever taken part in a sporting event of any kind: if so, how did they feel about it; if not, how do they imagine they would feel in that situation?
- Go through the questions orally, eliciting suggestions from different students and writing some ideas on the board:

► On the Board

(eg)

- 1 School Sports Day / local athletics meeting / football match
- 2 next week / next month / in eg June
- 3 swimming / playing / running
- 4 training / eating healthily
- 5 excited / nervous / scared / looking forward to it
- 6 tough competition / not confident about ability / certain to win
- 7 holiday plans / exam results / film you've seen

- 3 • Ask students to go to their Composition Planner on page 161 and give them about five minutes to write a plan for their letter.

Homework

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Units 9 - 10 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 9 and 10.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 50 and the following should be taken as a rough guide to students' performance:

45 and over: **Brilliant!**

35 and over: **Not bad**

between 25 and 35: **Could be better**

under 25: **Should be better**

As homework

- Assign all of the exercises after Units 9 and 10 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 9 has been completed and exercises 2, 5, 6 and 7 after Unit 10 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1

1 were 2 will laugh 3 hadn't been
4 laugh 5 doesn't improve 6 get
7 would have had 8 would show

2

1 such 2 such 3 so 4 so 5 enough 6 enough
7 too 8 such 9 too 10 enough 11 such

3

1 who 2 which 3 where 4 when 5 why 6 whose

4

Correct patterns: 1a 2b 3b 4a 5a 6b 7a

5

1 passes 2 spends 3 takes 4 finds
5 long 6 spare 7 first 8 being

6

1d 2f 3a 4b 5c/e

7

1 ... I get some exercise soon, I'll get fat.
2 ... I liked making people laugh.
3 ... she hadn't been the best player, she wouldn't have won.
4 ... we won't go diving at the weekend.
5 ... we'll go hang-gliding at the weekend.

Target Language

- Grammar:** the passive / the causative
Lexis: the environment / phrasal verbs (with *out*)
Reading skills: recognising discourse markers
Listening skills: listening for main points
Speaking skills: agreeing and disagreeing
Writing skills: complex sentences / essay
Pronunciation skills: homophones

- A *land of plenty* is a place where there is an abundant supply of everything. Here, it refers to the idea that we tend to treat the Earth as if its resources were inexhaustible, while in fact there might not always be plenty of everything if we continue to abuse the environment.
- Explain the meaning of the phrase in the title to students and ask them why they think it is followed by a question mark (for the reasons explained above).

Get warmed up!

Aim: to introduce the subject of the environment through personal responses

- Ask students in pairs, in small groups or individually to write down as many geographical features as possible. You may wish to set a time limit of two minutes.
- Bring the class together and elicit the words they came up with. Write them on the board.

► On the Board

Students' answers, eg

sea, river, stream, lagoon, pond, waterfall, spring, desert, cliff, hill, forest, jungle, wood, cave

- Give students a short time to discuss the three questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions, and examples of environmental damage (eg rivers and seas: pollution from factories, oil tankers and human waste; forests: forest fires, trees cut down, etc) and possible solutions (eg better laws, filters on factories, raise awareness, etc).
- You might like to ask students about any environmental problems that are specific to their country, eg animal species that are threatened, and elicit what measures are being taken to deal with the problems.

Reading

Aim: to develop students' understanding of the use of discourse markers

- Check that students understand what a leaflet is and ask them to look at the heading and guess what they are going to read about (the problem of waste disposal).
 - Tell students to look at questions 1-6 before they look at the text. They should then quickly scan the text for the answers to these questions.
 - Before checking their answers, ask students the following questions:
 - What is a landfill site?
(a hole in the ground where rubbish is put)
 - Is the style the text is written in formal or informal?
(informal)
 - Check answers to questions 1-6 orally and/or by writing them on the board.
 - Elicit the meaning of BC (Before Christ) and the opposite term AD (*Anno Domini*).

- | | |
|-----------------|-----------------------------|
| 1 2500 BC | 4 450 years |
| 2 80% | 5 reduce, reuse and recycle |
| 3 less than 20% | 6 0808 1234567 |

- Ask students to look at sentences A-F and elicit the meaning of the following words/phrases: *in other words* (expressed another way), *because of this* (as a result), *that means* (the result is that ...) and *also* (in addition).
 - Ask students to look back at the text and decide which sentence goes where, thinking carefully about the meaning of the introductory words/phrases in the sentences and the context of each gap.
 - Check answers orally and/or by writing them on the board, eliciting the reason why each sentence fits best in this position.

1E 2A 3F 4C 5D Sentence B is not used.

- Discuss the questions with the class.

Homework

- Assign the Reading exercise on page 70 of the Workbook.

Additional Task

- Divide students into three groups (arrange the desks so that the members of each group are facing each other).
- Write the following discussion topics on the board and assign a different one to each of the groups:

► On the Board

- 1 How can we stop people from littering our towns and countryside?
- 2 How can we encourage people to recycle?
- 3 How can we deal with the problem of air pollution from cars and factories?

- Appoint one person in each group as secretary and tell them they are going to take notes on the main ideas their group comes up with and report back on them at the end (they don't actually have to take part in their group's discussion).
- Tell the other members of the group that they have five to ten minutes to try and come up with some imaginative ideas in answer to their group's question.
- When the time is up, ask each group secretary to report back on the ideas the group came up with.

(suggested ideas)

- 1 fine people on the spot for dropping rubbish, have more bins and have them emptied more regularly
- 2 charge people for plastic bags in supermarkets or don't provide them, have a competition to make something out of recycled products, make the price of recycled paper, etc cheaper than non-recycled
- 3 get people to boycott companies that pollute the environment, encourage car manufacturers to design more environmentally friendly (eg solar-powered) cars, improve public transport, create more bicycle lanes

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of the environment

- Read through the list of words with students, checking their pronunciation (especially of *environment*).
- Ask students to do the exercise individually or in pairs, referring back to the text if necessary.
- Check answers orally and/or by writing them on the board.

1e 2a 3h 4b 5c 6g 7i 8f 9d

Additional Task

- Tell students to imagine they have been asked to come up with an advertising campaign to warn people about the dangers of not looking after the environment.
- Write the following on the board and tell students that these are four possible slogans that they can choose from for their campaign:

► On the Board

No time to care about the world you live in? Rubbish!
Pollute today, pay the price tomorrow.
What's the world coming to?
Be clean – go green!

- In pairs, they should decide which is the best slogan and why, and what photographs or images they would choose to go with it on posters.
- If they don't like any of the slogans, they should try and come up with their own.
- Check answers orally.
- This task could be continued for homework: you could ask students to design a poster for the advertising campaign based on the ideas they came up with in class.

Homework

- Assign exercises 1,2 on page 71 of the Workbook.

Grammar I

The passive

Aim: to introduce students to the form of passive voice

- 1 • Go through **Grammar database 21** on page 194 of the **Grammar database** with students.
- Ask students to do the exercise, referring to **Grammar database 21**. Draw their attention to the fact that all the sentences are (or should be) passive, but that different tenses are required in them.
- Check answers orally and/or by writing them on the board.

- 1 *has*, should be *was*
- 2 *running*, should be *run*
- 3 *from*, should be *by*
- 4 *being*, should be *been*
- 5 *have*, should be *be*

- 2 • Read through the paragraph with students, eliciting the verb tense needed in each gap (1, 2, 3, 4, 8 and 9: present simple, 5 and 6: bare infinitive, 7: past simple).
- Ask students to complete the exercise individually or in pairs, referring to **Grammar database 21** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 *is cleaned*
- 2 *is picked up*
- 3 *(is) put*
- 4 *is separated*
- 5 *be recycled*
- 6 *be thrown*
- 7 *were taken*
- 8 *is made*
- 9 *is recycled*

- 3 • Preteach the words *dump* and *pump* to students.
- Remind students of the use of *by* in passive sentences (to denote who performed the action).
- Elicit the tense of each sentence (1 past simple, 2 and 3 present simple, 4 present perfect, 5 present continuous, 6 future with *be going to*).

- Look at numbers 1 and 2 with students and elicit how the sentences will begin (1 A lot of rubbish ..., 2 The atmosphere ...).
- Ask students to complete the exercise, referring to **Grammar database 21** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 A lot of rubbish was dumped into the sea last year.
- 2 The atmosphere is polluted by exhaust fumes from cars.
- 3 Many people are annoyed by loud motorbikes.
- 4 A new recycling scheme has been introduced.
- 5 A lot of waste is being pumped into rivers.
- 6 A new airport is going to be built here next year.

Additional Task

- Ask students to imagine they have set up a club at school to raise awareness of environmental issues among students. These are some of the things that have already been done and some others that must be done in the future:

► On the Board

Things done:

- leaflets handed out at school
- tree-planting day at school organised
- beach cleaned last Saturday

Things still to be done:

- start recycling scheme at school
- organise party to raise money for club

- Ask students to convert the notes into full sentences using the passive voice in the appropriate tenses (tell them to use the modal *have to* to describe the things to be done in the future).
- Check answers orally and/or by writing them on the board.

Things done:

Leaflets have been handed out at school.
A tree-planting day at school has been organised.
The beach was cleaned last Saturday. (NB simple past is needed here because we know when the action took place.)

Things still to be done:

A recycling scheme has to be started at school.
A party to raise money for the club has to be organised.

Homework

- Assign exercises 1,2,3,4 on pages 71 and 72 of the Workbook.

Listening

Aim: to give practice in listening for main points

- 1 • Without explaining the meanings of any of the words, ask students to complete the exercise, guessing at any they aren't sure about.
- Check answers orally and/or by writing them on the board.

- 1 green
- 2 surroundings
- 3 rural
- 4 urban
- 5 environmentally
- 6 CFCs

Background Information

- CFCs are chlorofluorocarbons, chemicals used in aerosol sprays, cleaning solvents, etc, which are thought to contribute to the depletion of the ozone layer.

- 2 • Ask students to read through the five sentences.
- Play the CD once, while students listen and circle Yes or No depending whether or not the speaker expresses the idea given. **CD 2, Track 7**
- Check answers orally and/or by writing them on the board.

Speaker 1: Yes	Speaker 4: No
Speaker 2: Yes	Speaker 5: Yes
Speaker 3: No	

- 3 • Ask students to look at the questions and think about their own answers to them before they listen to the CD again.
- Elicit some answers from different members of the class.
- Play the CD again, making sure students understand that this time they have to decide which of the questions given each speaker is responding to (the speakers and what they say are exactly the same as in exercise 2). **CD 2, Track 8**
- Check answers orally and/or by writing them on the board.

Speaker 1: d	Speaker 4: b
Speaker 2: a	Speaker 5: c
Speaker 3: e	

Homework

- Assign the Listening exercise on page 75 of the Workbook.

Additional Task

- Ask students to listen to the CD once more and write down a word or phrase used by each speaker that means the same as the following:

► On the Board

Speaker 1: environmentally aware
 Speaker 2: nature
 Speaker 3: person
 Speaker 4: area
 Speaker 5: children

- Check answers orally and/or by writing them on the board.

1 green
 2 natural world
 3 individual
 4 surroundings
 5 kids

Dictionary Corner

Aim: to give practice in using phrasal verbs with out

- Ask students to shut their books and elicit any phrasal verbs with out they can remember and their meanings.
- Tell them to open their books and look at the list of verbs – if they recognise any, ask them to give you an example sentence using it.
- Ask students to complete the exercise individually or in pairs, referring to the phrasal verbs database on page 172 of their Student's Book if necessary. (Tell them that, apart from verb tenses, they should think about whether each of the sentences is active or passive.)
- Check answers orally and/or by writing them on the board.

1 make out
 2 was put out
 3 broke out
 4 Look out
 5 fallen out
 6 turned out
 7 bring out
 8 hand out

Homework

- Assign exercises 1,2 on page 73 of the Workbook.

Grammar 2

The causative

Aim: to introduce the causative form

- 1 • Go through **Grammar database 22** on page 195 with students, making sure they understand the differences in form and usage between the causative and the passive.
 - Ask students to do the exercise, referring to **Grammar database 22** if necessary.
 - Check answers orally and/or by writing them on the board.
 - Elicit the tenses of the four sentences (1 present perfect, 2 present simple, 3 present continuous, 4 future with going to).

1d 2c 3b 4a

- 2 • Go through number 1 with students, eliciting what the tense is (past simple) and what the first word of the causative sentence will be (they).
 - Ask students to do the exercise individually or in pairs, referring to **Grammar database 22** if necessary.
 - Check answers orally and/or by writing them on the board.

1 They had their drinking water tested by an expert.
 2 She has her smoke alarms tested once a year by an electrician.
 3 We are having our flat redecorated at the moment.
 4 Megan has had her pet tarantula examined by a vet.
 5 My grandparents are going to have the tree in their garden cut down.

Homework

- Assign exercises 1,2,3,4,5 on pages 73 and 74 of the Workbook.

Soundstation

Aim: to familiarise students with homophones

- Ask students to look at the pairs of words and say what they have in common (the two words in each pair are pronounced exactly the same, in spite of their differences in spelling).
- If dictionaries are available, students should use them to check the meanings of any words they are unfamiliar with.
- Explain to students that they are going to hear nine sentences, each containing one of the words in the pair. They have to work out which of the two words is used, not from the pronunciation (which is the same for both words) but from the meaning of the word, which should become clear from the rest of the sentence.
- Play the CD once and again if necessary. **CD 2, Track 9**
- Check answers by writing them on the board.

- | | |
|--------|---------|
| 1 site | 6 right |
| 2 sun | 7 sure |
| 3 meat | 8 won |
| 4 wear | 9 ate |
| 5 knot | |

Additional Task

- Write the following words on the board and ask students to find homophones of them:

► On the Board

- | | | | |
|--------|---------|--------|------|
| 1 here | 2 there | 3 two | 4 hi |
| 5 see | 6 hole | 7 four | |

- Check answers by writing them on the board.

- | | | | |
|--------|---------|-------|--------|
| 1 hear | 2 their | 3 too | 4 high |
| 5 sea | 6 whole | 7 for | |

Speaking

Aim: to give students practice in agreeing and disagreeing

- Ask students to read the situation and look at the suggestions and, either individually or in pairs, come up with benefits and drawbacks for them.
- Elicit as many different ideas as possible for each suggestion.

(suggested answers)

housing

- benefit: it's a large area, so could house a lot of people
drawback: it's a long way from the centre, so would be quite cut off

industrial area

- benefit: a lot of jobs would be created
drawback: would create a lot of air pollution

park

- benefit: the city is short of green areas so it would make the environment healthier
drawback: it would take a long time to create

funfair/theme park

- benefit: it would be popular with young people
drawback: it would be expensive to build

shopping centre

- benefit: it would mean less traffic in the city centre where shops are at present
drawback: the shops in the centre would lose business

rubbish dump/landfill site

- benefit: it's outside the city so not near any residential areas
drawback: people will complain about damage to the environment

- Ask students to look at the phrases for agreeing and disagreeing and elicit any others that they know.
- Have a class discussion on what should be done with the site or ask students to discuss the options in pairs. Encourage students to use the words and phrases from exercise 2. Monitor and provide feedback. You may also wish to have a more formal debate (see **Alternative Task**).

Alternative Task

- Split students into six groups/pairs and tell them they are going to have a debate on the question of what should be done with the old airport site; each group/pair is going to argue in favour of one of the possible solutions in exercise 1.
 - Tell each group/pair what their proposed solution is and give them about 5 minutes to come up with some more arguments to support it.
 - Each group/pair should then nominate a spokesperson.
 - Choose a spokesperson from one of the groups/pairs to begin the debate by presenting some arguments in favour of one of the solutions for the airport site.
 - Spokespeople from the other groups/pairs should join in, interrupting the first speaker if necessary, and put their points of view across using some of the phrases for agreeing, but mainly for disagreeing, in exercise 2.
 - Each spokesperson should be given a turn to speak and at the end you should decide whose ideas were the most convincing and what the future of the airport site will be.
- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
 - Ask students to decide with their partner which role they're going to play.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Give them a couple of minutes to think about their roles. Remind them that they can use the useful phrases from the boxes in exercise 2 if they wish.
 - Give students about 5 minutes to do the role-play activity, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students how green they think they are and tell them that they are going to do a quiz to find out.
- Before they actually do the quiz, tell them to complete each of the gaps in it with one of the four choices given.
- Check answers orally and/or by writing them on the board.

1b 2a 3d 4a 5d 6c 7a 8d 9c 10a

Writing

Complex sentences

Aim: to develop students' ability to write complex sentences using linking words and phrases

- Choose five students to read the sentences aloud.
 - Discuss the functions of the words in bold. Students may wish to try translating these words.
 - Ask students to do the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

a4 b1 c5 d2 e3

- Ask students to use the words and phrases in bold in exercise 1 to complete the gaps in the sentences. Remind them to pay particular attention to the function of each phrase.
 - Check answers orally and/or by writing them on the board.

- such as
- because
- should
- leads to
- although

- Ask students to make one sentence out of each pair of sentences using the word in bold. Point out that they may need to make some changes (eg leave out some words, such as *I think that is a shame* in number 5).
 - Check answers orally and/or by writing them on the board.

- The/An Environmental Awareness Campaign** led to more people starting to recycle their rubbish.
- The animal became extinct **because** its habitat was destroyed.
- Some products, such as deodorants and fridges, have become more environmentally friendly **in recent years**.
- Although** there are many bins in the city centre, people still throw rubbish on the ground.
- Environmental Studies** should be a subject at school.

Homework

- Assign exercises 1,2 on page 75 of the Workbook.

Get Ready to Write

Essay

Aim: to prepare students to write an essay

- Ask students to read the essay and try and guess what the question to which this is an answer might have been (something along the lines of: How much responsibility should human beings take for the environment?).
 - Elicit the main idea expressed in each paragraph of the essay and write them on the board:

► On the Board

Paragraph 1: Human beings are responsible for the environment.

Paragraph 2: Human beings should realise that they have caused many environmental problems.

Paragraph 3: Education is the key to changing attitudes.

Paragraph 4: We must become more environmentally friendly.

- Ask students to answer questions 1-3.
- Check answers orally and/or by writing them on the board.

- Although (Paragraph 1)
 - Because of this (Paragraph 1)
 - such as (Paragraph 2), For example (Paragraph 3)
- formal
- no

- Ask students to look at the composition question and answer questions 1-6 individually or in pairs, making brief notes on their ideas.
 - Check answers orally and/or by writing them on the board.
 - Ask students to look at their notes again and decide how they would organise them in their essay (in answer to the question given).
- Ask students to go to their Composition Planner on page 162 and give them about five minutes to write a brief plan for their essay.

Homework

- Assign the writing of the essay students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this essay and give it to you. Their essay will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their essay to you.

Target Language

Grammar: past perfect (simple and continuous) / reported speech

Lexis: communication / word formation (irregular forms)

Reading skills: understanding sentence function

Listening skills: deducing meaning

Speaking skills: discourse management

Writing skills: selecting appropriate style / informal email

Pronunciation skills: stress mobility

• The title is an abbreviated form of *See you at eight!* using 'cyber-English', i.e. the kind of English used in text messages and for chatting on the internet. The subject of the unit is communication.

• Ask students if they can work out what the title means and whether they recognise the kind of language it is written in. Elicit what they think the unit will be about.

• Write a couple more examples of this kind of English on the board and ask them to work out what they mean (in descending order: *What are you doing at the moment?*, *Are you OK?* and *Call me later.*):

► On the Board

wot u doin @ the mo?
r u ok?
call me l8r

Get warmed up!

Aim: to introduce the subject of communication through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.

Reading

Aim: to develop students' understanding of sentence function

- 1 • Ask students to scan the article quickly (not the *Guide to 'cyber-English'*) and underline the means of communication mentioned. Point out that they do not have to underline ones that are repeated.
- Check answers orally and/or by writing them on the board.
- Read through the *Guide to 'cyber-English'* with students, making sure they understand the abbreviations and elicit any others they know or can think of.

Paragraph 1: mobile phones, text message, email, writing, speech, letters, phone calls

Paragraph 2: internet chat rooms, messenger services, language

Paragraph 3: accept: symbols and punctuation if they are suggested by students

- 2 • Ask students to read the article in more detail, including the *Guide to 'cyber-English'* and do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- | | |
|----------------------|---------------------|
| 1 In fact | 4 the chances are |
| 2 But now | 5 even |
| 3 ... is back on top | 6 you might as well |

- 3 • Ask students to do questions 1-3, reading all the multiple-choice options carefully to make sure they choose the best answer. Remind them that some of the incorrect options in this type of exercise are deliberately designed to be misleading.
- Check answers orally and/or by writing them on the board.
- Point out to students how some of the distractors (the incorrect answers) can seem, at first glance, to be the correct answer to the question: eg in 2, option a ('that writing helps us meet new people') is misleading because, according to the text, it is indeed true that writing (in the form of chatting on the internet) puts people in touch with new people (strangers). This isn't however the best answer to the question, which asks what the writer **emphasises** in paragraph 2.

1b: 'Before mobile phones took off in the mid-1990s, no one had predicted that they'd create a new means of communication: the text message.'

2d: 'But now writing is back on top.'

3a: '... they're using a new form of the language. One that no-one had thought of even twenty-five years ago.'

Homework

- Assign the Reading exercise on page 76 of the Workbook.

Additional Task

- Ask students to write a short message in 'cyber-English' on a piece of paper.
- Collect the pieces of paper and redistribute them around the class.
- Go round the class asking different students to read out their messages, or to come and write them on the board in the form of 'proper' English.

Dictionary Corner

Aim: to introduce and practise language to do with communication

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 2 get, receive, send, type, write (Note: *have* is not usually used, although *have got* is.)
- 3 get, receive, send, write (Note: *have* is not usually used, although *have got* is.)
- 4 chat
- 5 chat, hear, speak, talk, write
- 6 type (accept: *write*, but point out it is unusual.)
- 7 have
- 8 call, hear, ring
- 9 chat, listen, speak, talk, write
- 10 get, have, receive, send, type, write

Additional Task

- Write the following on the board and ask students to choose the correct word in each case:

► On the Board

- 1 Did you *have* / *get* my email yesterday?
- 2 I was *speaking* / *having* a conversation with Jim when the doorbell rang.
- 3 Why don't you *listen* / *hear* to me for once?
- 4 I *write* / *ring* my sister about once a month.
- 5 *Send* / *Call* me a text message to let me know.

- Check answers orally and/or by writing them on the board.

- 1 get
- 2 having
- 3 listen
- 4 ring
- 5 Send

Homework

- Assign exercises 1,2 on page 77 of the Workbook.

Grammar I

Past perfect simple and past perfect continuous

Aim: to introduce the forms and usage of the past perfect simple and continuous

- 1 • Go through **Grammar database 23** on pages 196 and 197 of the **Grammar database** with students.
 - Ask students to complete the exercise, referring to **Grammar database 23** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1 I'd called you
- 2 They'd spoken
- 3 she'd left
- 4 I'd got
- 5 She had been learning

- 2 • Ask students to read through the paragraph first before they decide which tenses are correct.
 - Ask students to do the exercise, referring to **Grammar database 23** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1 had been
- 2 went
- 3 passed
- 4 had come
- 5 had
- 6 arrived
- 7 asked
- 8 looked
- 9 hadn't
- 10 said

- 3 • Ask students to do the exercise, referring to **Grammar database 23** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1 had sent
- 2 had been trying
- 3 Had he ever spoken
- 4 had had to
- 5 had been waiting

Homework

- Assign exercises 1,2,3,4,5 on pages 77 and 78 of the Workbook.

Listening

Aim: to give students practice in deducing the meaning of what they hear

- 1 • Explain the meaning of the word *gesture* (a body movement used to communicate an idea, emotion, etc) and ask students to match the gestures with the pictures.
• Check answers orally and/or by writing them on the board.
• Elicit the meaning of each gesture and ask students to compare them with the meaning they have (if they exist) in their own country.
• Elicit any other (polite!) gestures that are common in students' country/countries.

1e 2c 3a 4b 5d

- 2 • Explain to students that listening tasks will often involve more than listening for a specific word or phrase – in many cases, they will have to interpret the meaning of what they hear in order to decide on the answer to a question.
• Go through the questions and multiple-choice options with students.
• Play the CD once and tell students to listen and circle the correct options. **CD 2, Track 10**
• Check answers orally and/or by writing them on the board, eliciting what was said on the CD that corresponded to the answer.
• When going over the answers, you might like to play the relevant part of the CD for each one so that students can see how it relates to the written answer.

- 1 b: 'We saw how the language people use in a job interview is very different from the language they use in the pub or at home.'
- 2 c: 'The reasons we shake hands are historical – in the past, it was important to show that you didn't have a knife or a sword in your hand ... we do still use the handshake, and we usually use it to show friendship ...'
- 3 a: '... they are only used in some countries and not in all. The same thing's true of nodding and shaking your head.'
- 4 b: 'And I bet some of you who don't know are even using this gesture right now to show that you don't know. Even if you don't know you're doing it!'

Homework

- Assign the Listening exercise on page 81 of the Workbook.

Dictionary Corner

Aim: to give students practice in word formation

- 1 • Ask students to rewrite the nouns with the correct spellings and compare their answers with their partner's (don't let them refer to a dictionary).
• Check answers by writing them on the board.

- | | |
|------------|---------------|
| 1 ability | 8 description |
| 2 height | 9 explanation |
| 3 length | 10 practice |
| 4 strength | 11 sight |
| 5 belief | 12 speech |
| 6 choice | 13 thought |
| 7 decision | |

Additional Task

- Write the following on the board and ask students to match the nouns with the verbs they collocate with (one can go with two different verbs):

► On the Board

make / have / give
ability
explanation
belief
speech
choice
strength
decision

- Check answers orally and/or by writing them on the board.

make: a speech, a choice, a decision
have: an ability, a belief, a choice, strength
give: an explanation, a speech

- 2 • Ask students to do the exercise individually or in pairs.
• Check answers orally and/or by writing them on the board.

- 1 description
- 2 length
- 3 practice
- 4 ability
- 5 decision
- 6 speech

Homework

- Assign exercises 1,2 on page 79 of the Workbook.

Grammar 2

Reported speech

Aim: to introduce the forms and usage of reported speech

- Go through **Grammar database 24** on pages 197, 198 and 199 of the **Grammar database** with students.
- Go through the text messages with students, eliciting what each one means and giving them time to write down the meanings (in the first space).
- Ask them to do the second and third parts of each one individually or in pairs, writing the direct speech (i.e. what Andy actually says) in the second space and the reported version in the third space.
- Remind students that they will have to make some changes to pronouns and time references.
- Check answers orally and/or by writing them on the board.

- I am going to be a bit late.
... is going to be a bit late.
... was going to be a bit late.
- We are listening to music at the moment.
... are listening to music at the moment.
... were listening to music at that moment.
- You'll love my new CD when you hear it later.
... we'll love her new CD when we hear it.
... thought they would love her new CD when they heard it.
- I want to have a party next Saturday night.
... wants to have a party next Saturday night.
... Stacy wanted to have a party the following/next Saturday night.

Additional Task

- Ask students to make up a sentence about anything at all using any of the tenses that they know.
- Choose a student (Student A) to read out their sentence and then choose another student (Student B) and ask them, *What did Student A say?* Student B must then put Student A's words into reported speech, i.e. *He/She said that ...*
- Student B then chooses another student to read out their sentence and you choose another student to report it.
- Remind students that if information is relevant now, eg *I am tired*, we do not usually go back one tense. eg *She said that she's tired* is quite appropriate.
- Continue until all students have read out their sentence and reported that of another student.

Homework

- Assign exercises 1,2,3,4, on pages 79 and 80 of the Workbook.

Soundstation

Aim: to familiarise students with related words that have different stressed syllables

- Ask students to look at the pairs of words and read them to themselves to work out where the stress is in each one.
- Don't check the answers yet – students will check them against the CD in 2.
- Play the CD, telling students to listen carefully and check their answers. **CD 2, Track 11**
- Check answers orally and/or by writing them on the board.

2	photograph	photography
3	library	librarian
4	advert	advertisement
5	science	scientific
6	economy	economical
7	secretary	secretarial
8	Italy	Italian

- Choose different students to read out pairs of words from the list, eliciting from other students whether or not the pronunciation is correct after each one.
- You might like to give further practice by writing the following sentences on the board and asking students to read them aloud:

► On the Board

*My secretary is Italian.
Did you see the advert for the photography course at the library?
The science of communication is extremely interesting.*

Speaking

Aim: to give students practice in discourse management

- Read through the statements with students, then ask them each to choose one and answer the questions about it in note form.
- Check that they have written something for every question, but do not worry about what they have written.
- Refer students to the *Speaking database* on page 174 before they do the task.
- Explain to students that they are going to play a game. The object of the game is to keep talking for a minute.
- Students take it in turns. When it is a student's turn, he/she uses his notes from exercise 1 to talk on his/her chosen subject.
- Point out that there are only two main rules: they cannot repeat something they have already said, and they cannot hesitate (*err ... ummm ...*, etc). Logic and grammatical accuracy are not important here at all. Remind them that they can use the useful phrases from the box in exercise 1 if they wish.
- Write these words on the board and make sure students understand their meaning.

► On the Board

repetition
hesitation

- If a student speaks on their subject for one minute with no hesitation or repetition, they get sixty points. If they speak for fifty-nine seconds, they get fifty-nine points, etc. (You may wish to appoint a time-keeper.)
- The other students listen and shout out *repetition* or *hesitation* if the student repeats or hesitates. If you agree that it was hesitation or repetition, the student has to stop there. If not, he/she can continue and gains five points for being interrupted.
- Either keep a record of the points on the board, or ask students to note down their own points.
- The winner is the person who has the most points at the end of the game.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to read through the paragraph first and elicit what it's about (accents in Britain).
- Go through the list of root words in capitals and for each one ask students to come up with as many different words as possible that can be formed from it (eg *speak*: *speaking, spoke, spoken, speech*), including any negatives they can think of.
- Ask students to do the exercise, selecting the appropriate word in each case from the groups of words they came up with.
- Check answers orally and/or by writing them on the board.

- | | |
|-----------------|--------------|
| 1 thought | 6 actually |
| 2 speech | 7 strength |
| 3 length | 8 impossible |
| 4 communication | 9 understood |
| 5 choice | 10 written |

Writing

Selecting the appropriate style

Aim: to further familiarise students with different writing styles

- 1 • Ask students to look at the extracts individually or in pairs and answer the questions.
- Check answers orally and/or by writing them on the board.

- 1 three out of the following: *requested, examined, findings, outlined*
- 2 three out of: *Oh, got, really, cool, great, eh, we'll, loads*
- 3 very polite
- 4 quite informal
- 5 a formal b *For this reason, I strongly believe*
- 6 a *Sonia nodded her head enthusiastically.* b informal

- 2 • Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

a5 b3 c1 d6 e4 f2

Homework

- Assign exercises 1 and 2 on page 81 of the Workbook.

Get Ready to Write

Informal email

Aim: to prepare students to write an informal email

- 1 • Ask students whether or not they send emails to their friends and, if so, ask them what kinds of subjects they include in their messages.
- Ask a student to read the email aloud while other students follow in their books.
- Draw students' attention to the information at the top of the email, which is similar to a report, and elicit the differences between the names and subject here compared to those in a typical report (just the first names are given here, whereas full names are usually given in a report, and the subject isn't a serious one, just a greeting).
- Ask students if they can work out from Francesca's email what Joanne had asked her (whether she has been to Greece or not before).
- Ask students to answer questions 1-4.
- Check answers orally and/or by writing them on the board.

- 1 yes
- 2 informal
- 3 Two of the following should be underlined: Glad you sorted out the problem with your computer virus! / Should be fun! / Well, got to go now.
- 4 yes

- 2 • Ask students to look at the question, the extract from the email and the notes below.
- Elicit which notes answer which questions in the extract: 'I think you said you had a friend who was deaf, didn't you?' = 'Yes – Angelo (one of my best friends)'. 'Any ideas? Will it be difficult to communicate with her?' = 'most can lip read', 'try and learn sign language – not difficult and great fun!', 'deaf people are just like everyone else!'
- Explain to students that they should answer the questions in the extract in the main paragraph of their email, but include other details in the email too.
- 3 • Ask students to go to their Composition Planner on page 163 and give them about five minutes to write a brief plan for their email.

Homework

- Assign the writing of the email students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this email and give it to you. Their email will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their email to you.

Additional Task

- Suggest to students that, if they have a mobile phone or access to a computer, they should try texting/emailing their classmates (or other friends who speak English) in English once a week.

Units 11 - 12 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 11 and 12.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 41 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 11 and 12 have been completed.
- Alternatively, you may want to assign exercises 1, 2, 3 and 4 after Unit 11 has been completed and exercises 5, 6 and 7 after Unit 12 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

- 1 1 recycle 2 reduce 3 pollute 4 dispose 5 destroy
6 degrade 7 solve

- 2 1 are sent 2 was answered by 3 has been set up
4 is going to be held 5 mustn't be thrown

- 3 1 has 2 your eyes tested 3 redecorated 4 get
5 had 6 by

- 4 1c 2b 3d 4a 5a 6c

- 5 1 had been waiting 2 Had you sent
3 had been trying 4 hadn't / had not finished
5 had just started 6 had just been talking

- 6 1 ... (that) she was hoping to work for an
environmental organization.
2 ... (that) he would meet him in the chat room
the next/following night.
3 ... (that) she had sent the information the day
before/the previous day.
4 ... (that) they really had to start recycling their
rubbish.
5 ... (that) plastic takes an extremely long time
to degrade.

- 7 1 ability 2 strength 3 thoughts 4 speech
5 explanation 6 description

Target Language

Grammar: reported questions / indirect questions

Lexis: employment / patterns

Reading skills: deducing meaning

Listening skills: prediction

Speaking skills: expressing future intention

Writing skills: using set phrases / letter of application

Pronunciation skills: recognition of /s/ and /ʃ/

- The title refers to the idea of managing financially, which is what most people work in order to do. The subject of the unit is work and jobs.
- Ask students if they know the meaning of the verb *to get by* and explain it if they don't.
- Elicit the way in which most people get by (by working) and ask them if there are any other ways of getting by (eg living off your parents, if they're rich; receiving unemployment benefit, etc).
- Elicit any other phrasal verbs students know with *get* and their meanings (get up, get on with someone, get off, get out, etc).

Get warmed up!

Aim: to introduce the subject of employment through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.
- You may wish to build up a list of jobs and workplaces on the board, based on the jobs of people in the students' families.
- Elicit other jobs and workplaces and add them to the list on the board.

► On the Board

Students' answers, eg

lawyer / solicitor	– office
secretary	– office
civil servant	– town hall / office
doctor	– hospital / surgery
shop assistant	– shop / supermarket
policeman/woman	– police station
teacher	– school
lecturer	– college / university

- Ask students to name part-time jobs they have done or would like to do.

Reading

Aim: to give practice in deducing meaning

- Give students a few minutes to skim the text and elicit the names of the four jobs described (sales representative, waiter, civil servant and magazine publisher).
 - Ask students which job they like the sound of more and elicit reasons for their answers, as well as reasons why they don't like the others.
 - Find out if there are any other jobs that appeal to them more than those described here.
- Choose four different students to read a paragraph each aloud while the others follow in their books.
 - Ask them to try and put themselves in the position of each of the people they've read about and imagine who would be most likely to make each of the statements given.
 - Check answers orally and/or by writing them on the board, eliciting which parts of the text made them clear.

1D: '... I'm hoping to expand soon.'

2A: '... a lot of my working day is spent on the road.' / '... you also have to be prepared to do a lot of travelling.'

3B: 'I wouldn't want to be a waiter for the rest of my life, though!'

4C: 'I started working part-time after I had my first child. I love it!'

5D: '... at least there's no one telling you what to do.'

- Ask students to scan the text again for the answers to these questions.
 - Point out that *positions* means *jobs*.
 - Check answers orally and/or by writing them on the board.

1C 2B 3C 4B 5D 6A,D 7C 8D

Homework

- Assign the Reading exercise on page 83 of the Workbook.

Additional Task

- Write the following adjectives on the board:

► On the Board

polite sociable honest confident talkative
organised independent

- Ask students to think about which of these qualities would be most useful for each of the four jobs they've read about and discuss their ideas with the rest of the class (eg *It would be useful for the civil servant to be polite because ...*).
- Elicit any other qualities students can think of that any of the jobs require.

Dictionary Corner

Aim: to introduce and practise language to do with employment

- Ask students to complete the exercise, referring back to the text if necessary.
- Check answers orally and/or by writing them on the board.

- 1 part-time
- 2 full-time
- 3 temporary
- 4 self-employed
- 5 salary
- 6 wages
- 7 commission
- 8 get by
- 9 in

Additional Task

- Ask students to think of a job and tell them the rest of the class will try and guess what it is by asking yes/no questions.
- Elicit some examples of the kind of questions it might be useful to ask and write them on the board:

► On the Board

eg
Do you:
work with people?
work in an office?
wear a uniform?
Does your job involve:
travelling?
working in the evening?
speaking a foreign language?

- Choose a student and tell the rest of the class they must try and guess what his/her job is by asking questions to which he/she can only answer yes or no.
- Go round the class letting each student ask one question each. If any student thinks they have the answer, they may put up their hand and have a guess. If they guess correctly, it is then their turn to be asked questions about their mystery job.
- Students keep asking questions in turn until someone guesses the job.

Homework

- Assign exercises 1,2 on page 84 of the Workbook.

Grammar I

Reported questions

Aim: to familiarise students with the form and usage of reported questions

- 1 • Quickly revise the rules of reported speech by writing the following sentences on the board and asking students to re-express them in reported speech:

► On the Board

'My name is Helen,' she said.
'We're going to see a film tonight,' he told me.
'I've finished my homework,' she said.

- Go through **Grammar database 25** on page 200 of the **Grammar database** with students.
- Ask students to complete the exercise, referring to **Grammar database 25** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 wanted
- 2 I had applied
- 3 if
- 4 whether
- 5 we could
- 6 I knew
- 7 company

- 2 • Ask students to complete the exercise, referring to **Grammar database 25** if necessary, and making any changes necessary to time references in the sentences.
- Check answers orally and/or by writing them on the board.

- 1 ... why she had applied for the job.
- 2 ... what skills she had.
- 3 ... if/whether she would be able to work on Saturday mornings.
- 4 ... if/whether she had any questions.
- 5 ... if/whether she could start the next/following day.

Homework

- Assign exercises 1,2,3,4 on pages 84 and 85 of the Workbook.

Listening

Aim: to give students practice in predicting what they will hear

- 1 • Explain to students that, in some cases, it is possible to look at the questions for a listening task and predict, or at least get some idea of, what the answer is likely to be. This makes it easier to focus on the relevant information on the recording when you actually hear it.
 - Draw students' attention to the subject of the Listening (someone talking about her new job) and ask them to write down possible words/phrases that could go in gaps 1-8 (but tell them not to write them in the actual answer spaces).
 - Elicit suggestions for each of the answers without confirming whether or not they are correct.
- 2 • Play the CD, asking students to listen and complete the gaps in the statements. **CD 2, Track 12**
 - Check answers orally and/or by writing them on the board.

- 1 8.30
- 2 boss
- 3 art department
- 4 office
- 5 desk
- 6 designers
- 7 advertising
- 8 adverts

- 3 • Elicit how many of the answers students had correctly predicted and whether having thought about the answers beforehand helped them focus better when it came to listening.
 - Tell students to try and use the strategy of predicting whenever possible in listening tasks.

Homework

- Assign the Listening exercise on page 88 of the Workbook.

Dictionary Corner

Aim: to develop an awareness of patterns

- 1 • Ask students to complete the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- 1 for
- 2 do
- 3 to do
- 4 of
- 5 about
- 6 in
- 7 to do
- 8 in
- 9 for
- 10 on

- 2 • Ask students to complete the exercise, referring back to exercise 1.
 - Check answers orally and/or by writing them on the board.

- 1 approve
- 2 interested
- 3 complain, made
- 4 make
- 5 apologised
- 6 insist
- 7 involved

Additional Task

- Ask students to choose one of the patterns in the list in exercise 1 and write a sentence using it correctly (without showing it to anyone else).
- Choose different students to come and write their sentence on the board, omitting the verb, adjective or preposition, while the rest of the class have to guess what the missing word is.

Homework

- Assign exercises 1,2 on page 86 of the Workbook.

Grammar 2

Indirect questions

Aim: to familiarise students with the form and usage of indirect questions

- 1 • Go through **Grammar database 26** on pages 200 and 201 of the **Grammar database** with students, drawing their attention in particular to the differences between reported questions and indirect questions.
 - Ask students to look at the first half of the sentences (1-6) only and elicit possible ways of completing them.
 - Then ask them to match them with endings a-f, as appropriate.
 - Check answers orally and/or by writing them on the board.

1e 2c 3f 4a 5d 6b

- 2 • Ask students to complete the exercise, referring to **Grammar database 26** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1 tell, you want, school?
- 2 you are planning, university?
- 3 know, you would, abroad

- 3 • Ask students to complete the exercise, referring to **Grammar database 26** if necessary. Remind them to be careful with question marks – some indirect questions need them, others don't.

- Check answers orally and/or by writing them on the board.

- 1 ... where you are working at the moment?
- 2 ... what your plans are for the future? / ... what your plans for the future are?
- 3 ... tell me when you decided to be a teacher.
- 4 ... telling me whether/if a large salary is important to you?
- 5 ... why you have quit your job?

Additional Task

- Write the following on the board and ask students to re-express them more politely using indirect questions:

► On the Board

- 1 Lend me your rubber!
- 2 Help me with my homework!
- 3 Where's the video shop?
- 4 What's the time?

- Check answers orally and/or by writing them on the board.

(suggested answers)

- 1 Would you mind lending me your rubber?
- 2 I wonder if you could help me with my homework.
- 3 Do you know where the video shop is?
- 4 Could you tell me what the time is?

Homework

- Assign exercises 1,2,3,4,5 on pages 86 and 87 of the Workbook.

Soundstation

Aim: to give students practice in recognising the difference between the sounds /s/ and /ʃ/

- 1 • Ask students to try reading the pairs of words aloud before they listen to them on the CD and see if they can differentiate between them (the only difference is in the pronunciation of the initial consonant, /s/ or /ʃ/).
• Play the CD (up until 'sort'), stopping after each pair of words and asking students to repeat them. **CD 2, Track 13**
- 2 • Ask students to look at the list of words and look up any they don't know in a dictionary.
• Play the CD, asking students to circle the word they hear in each sentence. **CD 2, Track 14**
• Check answers orally and/or by writing them on the board.

- 1 sack
- 2 shine
- 3 shaving
- 4 sheet
- 5 sell
- 6 sock
- 7 shed

Additional Task

- Write the following tongue twisters on the board and ask students to practise saying them three times as fast as they can:

► On the Board

*Sally knows she's Shane's sister!
She sells seashells on the seashore.*

- Ask students to make up their own tongue twister in pairs using words containing the sounds /s/ and /ʃ/.
- Elicit some and write the best ones on the board for students to practise saying.

Speaking

Aim: to give students practice in expressing future intention

- 1 • Ask students to close their books and address the question *Have you decided yet what job you'd like to do when you're older?* to some of them.
• Ask them to open their books again and read through the five answers given, deciding which are the better ones.
• Check answers orally, eliciting the reasons why each answer is successful or not.

1 successful: Even though the speaker doesn't have a definite answer to the question, he/she puts forward some possible ideas rather than just saying *I don't know*.
2 unsuccessful: The answer is too short – the speaker doesn't make any attempt to expand on his/her reply.
3 successful: This is a roundabout way of answering the question, starting with what they'd like to study, but the speaker manages to make it relevant with the rhetorical *After that?* – another example of how a response can work even when it doesn't seem to give a direct answer to the question.
4 successful: The speaker has a definite point of view, which he/she justifies with several examples.
5 allow students to support their opinion: some may think it's successful, some may think it's unsuccessful. It does answer the question, but goes no further – it would be better if it were backed up with some reasons.

- 2 • Ask students to make notes in answer to the questions, reminding them that it's not always necessary to give a definite yes or no answer. Encourage them to use phrases like *I might / I suppose I could / Possibly*, etc, trying always to give reasons for their answers, though.
- 3 • Ask students to work in pairs, taking it in turn to interview each other using the questions and notes from exercise 2.
• Go round the class monitoring, making sure students are trying to expand on their answers.
- 4 • Explain to students that they are going to have a conversation with their partner based on the information on page 169.
• Refer students to the *Speaking database* on page 174 before they do the task.

- Allocate the roles of interviewer and interviewee for each pair.
- Tell them to decide between themselves what job the interview is for and give them a couple of minutes to think about their roles.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from exercise 1 if they wish.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

- 1 to know what Darren did
- 2 asked if she could take
- 3 ask where you are
- 4 to know what you said
- 5 was made to apologise for
- 6 approve of shop assistants being
- 7 caused Narinder to be late
- 8 am interested in finding out

Writing

Using set phrases

Aim: to give students practice in using set phrases

- 1 • Explain to students that there are certain set phrases used in formal letters in English (particularly letters of application), which have different functions and are used in certain places in the letter.
 - Go through the list of words with students and ask them to do the exercise.
 - Check answers orally and/or by writing them on the board.

- 1 apply, position, advertised
- 2 experience
- 3 wonder
- 4 grateful
- 5 contact, require
- 6 attend
- 7 forward

- 2 • Ask students to read the letter of application in Get Ready to Write and underline the phrases from exercise 1 used in it.
 - Check answers orally and/or by writing them on the board.

Phrases 1-7 from Exercise 1 are found in the following paragraphs:

- Paragraph 1: 1
 Paragraph 2: 2
 Paragraph 3: 3, 4
 Paragraph 4: 5, 6
 Closing sentence: 7

- 3 • Point out that we often use indirect questions in letters of application.
 - Ask students to rewrite the sentences using appropriate indirect question beginnings. Allow them to refer to **Grammar database 26** if necessary. Encourage them to use a range of beginnings.

(suggested answers – accept all correct answers)

- 1 I would be grateful if you could tell me where the shop is.
- 2 I wonder if you could tell me how much the pay per hour is.
- 3 Could you tell me if I would have to wear a uniform?
- 4 Could you let me know when you would want me to start?
- 5 I would like to know what responsibilities I would have.
- 6 Could you tell me if I would be able to work part-time?
- 7 I would be grateful if you could let me know whether you need a reference.
- 8 I wonder if you could let me know which days I would be expected to work.

Homework

- Assign exercises 1, 2 on page 88 of the Workbook.

Get Ready to Write

Letter of application

Aim: to prepare students to write a letter of application

- 1 • Choose a student to read the letter aloud while the rest of the class follow in their books.
 - Draw students' attention to the paragraphing of the letter – the paragraphs in this type of letter can be very short, sometimes consisting of only one sentence.
 - Ask students to answer questions 1-11.
 - Check answers orally and/or by writing them on the board.

- 1 no – part-time
- 2 *The Evening Gazette*
- 3 last Tuesday
- 4 18
- 5 Tyfold College
- 6 currently
- 7 French
- 8 yes – he worked in a restaurant the previous summer
- 9 two: how many hours a week he would be expected to work and what the pay per hour is
- 10 indirect
- 11 formal

- 2** • Look at the advertisement with students and ask the following questions:
What kind of job is being advertised? (part-time shop assistant)
Who might Dave Parker be? (the manager of the shop)
- Ask students to make notes in answer to questions 1-7. Encourage them to use their imagination.
 - Check answers orally and/or by writing some of them on the board.
- 3** • Ask students to go to their Composition Planner on page 164 and give them about five minutes to write a brief plan for their letter.

Homework

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- Ask students in pairs to role-play a job interview between the character they created in exercise 2 and Dave Parker, the manager of Southam Sports.
- Tell them to think about other questions (apart from those they will ask in their letter) that they would want to ask in an interview for this job.
- The student in the role of the interviewer should also note down a few questions that they want to ask the interviewee.
- Students should practise the interview with their partner; then they should swap roles.
- Go round the class monitoring the conversations and giving feedback at the end.

Target Language

Grammar: future perfect simple and future continuous / *wish* and *if only*

Lexis: travel / collocations

Reading skills: lexical referencing

Listening skills: roles and relationships

Speaking skills: speculation

Writing skills: making recommendations / review

Pronunciation skills: production of /s/ and /ʃ/

► On the Board

Spain	Cairo
Belgium	The Hague
Egypt	Lisbon
USA	Madrid
Hungary	Reykjavik
Denmark	Brussels
Portugal	Washington
Holland	Copenhagen
Iceland	Budapest

- Ask students to look at the title and guess what the unit will be about (travel).
- Ask students if they've ever been away from home (with or without their parents) and, if so, whether they enjoyed the experience.

- Check answers orally and/or by writing them on the board.

Spain:	Madrid
Belgium:	Brussels
Egypt:	Cairo
USA:	Washington
Hungary:	Budapest
Denmark:	Copenhagen
Portugal:	Lisbon
Holland:	The Hague
Iceland:	Reykjavik

Get warmed up!

Aim: to introduce the subject of travel through personal responses

- Give students one minute to write down in pairs, in small groups or individually as many means of transport as they can think of.
- Go round the class eliciting as many means of transport as possible, encouraging students to come up with more unusual ones as well as the everyday ones.

Students' answers, eg

train, coach, tram, plane, lorry, helicopter, ship, boat, ferry, hovercraft, submarine, hot air balloon, airship, bicycle, motorbike, scooter, metro/underground, rocket, spaceship, camel, donkey, rickshaw

- Give students a short time to discuss the other questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.
- You may wish to elicit as many foreign countries as students can think of and write them on the board before discussing the final question.

Additional Task

- Write the following on the board and ask students to match each country with its capital city:

Reading

Aim: to give students practice in lexical referencing

- 1 • Explain to students that they are going to read an advertisement for a holiday and ask them to scan it quickly and then choose the meaning of the underlined words.
- Check answers orally and/or by writing them on the board.

- 1 what to do this summer
- 2 on this cruise
- 3 the city you came from
- 4 on a luxury cruise ship

- 2 • Now ask students to read the advertisement in more detail, or alternatively, ask different students to read parts of it aloud while the rest follow in their books.
- Ask the following questions to check students' understanding:
How old do you have to be to go on the cruise? (between 16 and 19)
How many people share a cabin? (four)
What season does the cruise take place in? (summer)
- Give students a short time to work individually or in pairs to find the answers.
- Check answers orally and/or by writing them on the board, eliciting where students found the answers.

- 1B 'You're aged 16-19.'
- 2A 'And learning a lot.'
- 3A 'Coach from any major UK city to Bristol Airport, and back again at the end of the cruise.'
- 4A 'Flights to and from Majorca (meals included). Short bus rides between Palma Airport and port.'
- 5B '(4 teenagers in each cabin)'
- 6B '(in alphabetical order)'

- 3 • Ask students to read the notices and choose the statement that means the same as the notice.
- Check answers orally and/or by writing them on the board, asking students to explain to you how they worked out the answer.

1B 2A 3B 4C

Homework

- Assign the Reading exercise on page 89 of the Workbook.

Dictionary Corner

Aim: to introduce and practise language to do with travel

- Ask students to complete the exercise, referring to the advertisement if necessary.
- Check answers orally and/or by writing them on the board.

- 1 passport
- 2 flight
- 3 cruise
- 4 border
- 5 cabin
- 6 ride
- 7 coach
- 8 package
- 9 Travel
- 10 guided

Additional Task

- Ask students, in pairs or individually, to think of a country and imagine they're on holiday there.
- Ask them to write a brief diary entry for one day of their holiday, describing activities, food, transport, etc without directly mentioning the name of the country they're in.
- Ask students to read out their entry while the rest of the class have to try and guess which country the holiday is in. Whoever guesses first reads out their diary entry next.
- Continue the process until all entries have been read out.

Homework

- Assign exercises 1,2 on page 90 of the Workbook.

Grammar I

Future perfect simple and future continuous

Aim: to introduce students to the forms and usage of the future perfect simple and future continuous tenses

- 1 • Go through **Grammar database 27** on pages 201 and 202 of the **Grammar database** with students, drawing their attention to the parallels between these and the present perfect and present continuous tenses.
- Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
 - Check answers orally and/or by writing them on the board.

1c 2b 3d 4a

- 2 • Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 ✓
- 2 incorrect: have, correct: be
- 3 incorrect: sunbathe, correct: sunbathing
- 4 incorrect: are, correct: be

- 3 • Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 will have introduced
- 2 will have invented
- 3 will all be going
- 4 won't/will not still be using
- 5 will have found

Additional Task

- Write the following on the board:

► On the Board

by the end of this week
by the end of this year
by the time you're 25
by the end of your life

- Ask students to think of one thing they will have accomplished by each of the points in time given.
- Elicit some answers, reminding students to express them using the future perfect.

Homework

- Assign exercises 1,2,3,4,5 on pages 90 and 91 of the Workbook.

Dictionary Corner

Aim: to develop students' knowledge of collocations

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 trip
- 2 trip
- 3 cruise
- 4 tour
- 5 miss
- 6 ahead
- 7 way
- 8 route
- 9 directions
- 10 holiday

Homework

- Assign exercise 1 on page 92 of the Workbook.

Listening

Aim: to give students practice in recognising speakers' roles and relationships

- Check that students understand what the five different jobs are and ask them to do the exercise.
 - Check answers orally and/or by writing them on the board.

- 1b customers
- 2b guests
- 3a passengers
- 4b listeners
- 5a tourists and visitors

- Explain to students that they are going to hear five people talking about something connected to the pictures A-C.
 - Ask students to read the questions and try to predict what each person might say (eg hotel receptionist: take a reservation for a room, tell guests their room number, etc).
 - Elicit some predictions for each one, then play the CD.
CD 2, Track 15
 - Check answers orally and/or by writing them on the board.
 - Ask students if any of the things they predicted were actually said by any of the speakers.

1A 2B 3A 4C 5C

- Ask students to read through questions 1-5 and the multiple-choice options and see if they already know the answers to any of them.
 - Point out that for question 4, they will have to listen very carefully to the verb tenses used by the speaker in order to get the correct answer.
 - Play the CD again, while students listen and circle the correct answers. **CD 2, Track 16**
 - Check answers orally and/or by writing them on the board.

1c 2b 3a 4b (the speaker says, *The storms that hit the north of the country last night **will have reached** us by about lunchtime, i.e. they haven't caused any problems so far*) 5c

Homework

- Assign the Listening exercise on page 94 of the Workbook.

Grammar 2

wish and if only

Aim: to familiarise students with *wish* and *if only* structures

- Go through **Grammar database 28** on pages 202 and 203 of the **Grammar database** with students, drawing their attention in particular to the use of *would* with *wish* and *if only* to refer to general situations.
 - Ask students to do the exercise, referring to **Grammar database 28** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1a the past
- 2a a general situation
- 3b the present
- 4b the future
- 5b the future
- 6a the past (even though next week is referred to, the action of inviting took place in the past)

- Ask students to do the exercise, referring to **Grammar database 28** if necessary.
 - Check answers orally and/or by writing them on the board.

- 1 you had remembered
- 2 hadn't / had not eaten
- 3 wouldn't / would not video
- 4 we could stay
- 5 I had

Additional Task

- Write the following situations on the board and assign one to each pair of students:

► On the Board

You are fed up with your sister borrowing your clothes and not looking after them.

You love dogs and have found a stray puppy that you really want to keep, but your parents won't let you.

You like acting and wanted to be given a part in the school play, but you haven't been chosen for any of the roles.

You have been offered a part-time job delivering newspapers, but you need a bike to do it and haven't got one.

Your best friend has invited you and some other friends for a birthday celebration at a Chinese restaurant, but you hate Chinese food.

- Ask each pair to come up with at least four sentences using *I wish* and *if only* to comment on the particular situation, using a variety of tenses.
- Check answers orally.

Homework

- Assign exercises 1,2,3,4,5 on pages 92 and 93 of the Workbook.

Soundstation

Aim: to give students practice in producing the sounds /s/ and /ʃ/

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she chooses a word from the list and secretly writes it down.
- Then, he/she says the sentence aloud, using the word. For example, *What an incredible sign!*
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, *shine*, the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

Additional Task

- Ask students to close their books and, in pairs, try to think of five words to do with holidays and travel beginning with either *s* or *sh*.
- The first pair to come up with five correct words must then read them out and choose five other students to make example sentences using them (one per student).

Students' answers, eg

ship, sun, sunbathe, swim, sights, sea, surf, sail

Speaking

Aim: to give practice in speculating

- 1 • Elicit what the two pictures show (some people sunbathing on a cruise ship and some people camping near a beach) and ask students to note down these subjects.
 - Ask students to go through the rest of the questions, making notes in answer to them.
 - Check answers orally.
- 2 • Go through the list of phrases with students, reminding them of the meanings of the modal verbs of probability and possibility.
 - Ask students in pairs to make points about the photos using the phrases.
 - Alternatively, you may wish the whole class to do this activity together, with students taking it in turns to make points.
- 3 • Remind students of words like *well*, *oh* and *um*, which can be used when speaking to fill in gaps while you're thinking of what to say next.
 - Choose individual students to compare the two photos, saying which holiday they would prefer to go on and giving reasons why. Ask another student in the class to time the student speaking and report back afterwards on how long they spoke for.
 - Give feedback afterwards on:
 - how well they used the phrases in exercise 2 to express their ideas
 - how well they compared the two pictures
 - how accurate their language was in general
 - whether they did both parts of the task
 - whether or not they managed to find enough things to say to fill a minute
- 4 • Explain to students that they are going to have a conversation with their partner based on the information on page 169.
 - Ask students to decide who will be the teenager and who the parent and give them a couple of minutes to think about their roles.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from the box in exercise 2 if they wish.
- 5 • Give students about 10 minutes to write their postcard to a friend while you go around the class monitoring.
 - Encourage them to use some of the grammar and vocabulary from this unit in their descriptions.
 - Ask individuals to read out their postcards to the class.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to skim the text before they do the exercise and summarise what it's about (someone who went on a school trip and got left behind).
- Go through the text eliciting suggestions as to the kind of word required in each gap.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 on
- 2 from
- 3 had
- 4 off
- 5 made
- 6 tour
- 7 gave
- 8 on/ahead
- 9 getting
- 10 had
- 11 be
- 12 have
- 13 come
- 14 up
- 15 only

Writing

Making recommendations

Aim: to give students practice in making recommendations

- 1 • Ask students to read the sentences 1-8 and to circle the correct answer for each one.
- Check answers orally and/or by writing them on the board.

- 1 for
- 2 would
- 3 you'll
- 4 visit
- 5 miss
- 6 but
- 7 to
- 8 then

- 2 • Ask students to read the sentences 1-8 in exercise 1 again and then to choose the correct answer for each question.
- Check answers orally and/or by writing them on the board, eliciting from students which key words or phrases helped them find the answer.

1a 2b 3a 4a 5b 6b 7a 8a

Homework

- Assign exercises 1,2 on page 94 of the Workbook.

Get Ready to Write

Review

Aim: to prepare students to write a review

- 1 • Ask if any of your students have visited the Tower of London and elicit what they remember about it.
- Choose a student to read the review out loud while the rest of the class follow in their books.
- Ask students to answer the questions about the review individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 on the River Thames, next to Tower Bridge
- 2 see the Beefeaters / see the ravens / go on a guided tour / see the Crown Jewels
- 3 anyone who visits London, including families with children
- 4 a similar: gives useful information
different: no headings, less formal
b similar: has a title, and is written to interest the reader
different: no important differences in terms of style as a review is a type of article about a film/book/place, etc
c similar: contains some factual information
different: less formal, less presentation of logical argument, makes a recommendation

- 2 • Ask students to read the writing task and answer the questions.
- Encourage them to think of a place they know well to review as this will make it easier for them to imagine the details.
- Elicit their answers to the questions and make a note of any good ideas on the board.
- 3 • Ask students to go to their Composition Planner on page 165 and give them about five minutes to write a brief plan for their review.

Homework

- Assign the writing of the review students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this review and give it to you. Their review will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their review to you.

Units 13 - 14 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 13 and 14.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 43 and the following should be taken as a rough guide to students' performance:

35 and over: **Brilliant!**

25 and over: **Not bad**

between 15 and 25: **Could be better**

under 15: **Should be better**

As homework

- Assign all of the exercises after Units 13 and 14 have been completed.
- Alternatively, you may want to assign exercises 2, 5 and 6 after Unit 13 has been completed and exercises 1, 3, 4 and 7 after Unit 14 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1

1 flight 2 package holiday 3 cabin 4 passport
5 border 6 coach

2

1 in 2 for 3 in working 4 in 5 do 6 to do
7 to behave 8 of 9 on 10 for

3

1 will be travelling 2 will have heard 3 will be earning
4 will be working 5 won't/will not have finished

4

1 tour 2 cruise 3 missed 4 trip 5 trip 6 ahead/on

5

1 ... if/whether he was self-employed.
2 ... Danny had been paid his commission yet.
3 ... if/whether he wanted to come/go in to the office
the next/following morning.
4 ... what the salary was.
5 ... when she could expect a pay rise.

6

1 ... what 'departure' means?
2 ... how much the bus ticket is.
3 ... if/whether you will be leaving on Friday.
4 ... if/whether it is/it's a single or a return?
5 ... (you) which airline you flew with?

7

1 were 2 could 3 would 4 hadn't quit 5 was/were
6 hadn't been

Target Language

Grammar: *prefer, would rather, had better* / direct and indirect objects

Lexis: success / phrasal verbs with other particles

Reading skills: reading for specific information

Listening skills: listening for intention

Speaking skills: prioritising

Writing skills: selecting correct register / article

Pronunciation skills: recognition and production of /ɔ:/ and /ʌ/

- The expression *It's make or break* is used to refer to a critical situation, when something will result in either success or failure. The subject of the unit is success.
- Ask students what they understand by the title and see if they can guess what the unit will be about.
- Ask them if they've ever been in a *make or break* situation.

Get warmed up!

Aim: to introduce the subject of success through personal responses

- Ask students to look at the two definitions of success. Elicit the grammatical structure of 'mean' used (mean + -ing) and point out that 'mean' can also be followed by a noun.
- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

Reading

Aim: to introduce students to reading for specific information

- Ask students to look at questions 1 and 2 and to scan the text quickly for the answers to them.
- Check answers orally and/or by writing them on the board.

- a new kind of vacuum cleaner
- It didn't use bags and didn't lose power.

- Now ask students to scan the text again to match the figures to the statements.
- Check answers orally and/or by writing them on the board, asking students to justify their choices by reading directly from the text.

1b 2d 3c 4f 5e 6a

- Ask students to read the text more carefully and to decide whether the statements are correct or incorrect.
- Check answers orally and/or by writing them on the board, asking students to justify their choices.
- Use the following questions to generate further discussion on the subject of the text:

Do you consider James Dyson to be successful?

Would you like to be successful in the same way?

What are the risks of trying to set up your own business?

What qualities do you need to be a successful businessman/woman?

- A: '... he described himself as someone "whose recipe for success has been to make things that people want to buy. Not because they look better ... but because they work better."'
- B: 'After school, he went to art college, where he got qualifications in furniture and design before he became interested in engineering.'
- A: 'In the late 1970s, he realised that the vacuum cleaner he was using lost power as it got full of dust. He made up his mind to invent a new kind that didn't have this problem.'
- B: 'At the time, he and his wife didn't have much money.'
- B: 'It took him five years to succeed.'
- B: 'Even though he had managed to achieve his first aim, to build a better vacuum cleaner, companies were not interested in helping him.'
- A: 'He started selling his vacuum cleaners in Japan and won the International Design Fair prize in 1991. Using the money he earned in Japan ...'
- A: 'His product became more and more popular as people realised they would rather not buy new bags every few weeks.'
- B: '... I think students should be marked by how many mistakes they make.'
- A: 'The fact is, the B grade students are the most successful in life... They're not scared of failure.'

Homework

- Assign the Reading exercise on page 96 of the Workbook.

Additional Task

- Write the following words on the board and ask students to find words or phrases in the text that mean the same as them:

► On the Board

- job
- decided
- hard work
- businesses
- started a business

- Check answers orally and/or by writing them on the board.

(paragraph numbers refer to those on the first page of the unit, not including the missing ones)

- | | |
|---------------------|-------------|
| 1 career: | paragraph 1 |
| 2 made up his mind: | paragraph 2 |
| 3 struggle: | paragraph 3 |
| 4 companies: | paragraph 4 |
| 5 set up: | paragraph 5 |

Dictionary Corner

Aim: to introduce and practise language to do with success

- Ask students to complete the exercise, referring to the text if necessary.
- Check answers orally and/or by writing them on the board.

- determined
- qualifications
- failure
- succeed
- achieve
- ambitions
- fortune
- mind

Errors To Watch Out For

- Students often confuse *qualifications* and *certificates*.
Certificates are the actual pieces of paper which show what qualifications you have.

Homework

- Assign exercises 1,2 on page 97 of the Workbook.

Grammar 1

prefer, would rather, had better

Aim: to introduce students to the comparative uses of *prefer*, *would rather* and *had better*

- Go through **Grammar database 29** on page 203 of the **Grammar database** with students.
- Ask students to do the exercise individually or in pairs, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board.

- would
- to go
- would
- doing
- to
- would rather not
- prefer
- had

- Ask students to do the exercise, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board.

- would
- to (the first one)
- than
- to (the first one)
- had
- rather (the first one)

- Ask students to do the exercise, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board. Draw students' attention to the pronunciation of the name *Sean*, like *shorn*.

- had better check
- would rather you did not/didn't
- prefer to be happy rather
- prefers taking risks to

Additional Task

- Write the following on the board:

► On the Board

- I've got toothache.
- I've got exams next week.
- It's my brother's birthday tomorrow.
- I'm always late for school.
- I want to be a pop star when I grow up.

- Ask students to think of some advice for each of the situations described using *had better* (eg 1 *You'd/had better go to the dentist's.*).
- Elicit answers orally.

Homework

- Assign exercises 1,2,3,4,5 on pages 97 and 98 of the Workbook.

Listening

Aim: to give students practice in understanding speakers' intentions

- Ask students if they have an ambition in life and, if so, what it is.
- Explain that they are going to listen to five people talking about their ambitions and that they must note down what each one's is.
- Play the CD once while students listen and note down their answers. **CD 2, Track 17**
- Check answers orally and/or by writing them on the board.

- (to) visit Greece
- to find a job
- to build a house
- to become successful with their band / to get a record deal and make a CD
- to swim in the Olympics

- Ask students to read through statements A-F and see if they can match up any with the speakers before they listen for the second time.
- Play the CD again and tell students to listen and match the statements. **CD 2, Track 18**
- Check answers orally and/or by writing them on the board.
- Ask students the following questions:

Which of the speakers is/are most likely to achieve their ambition? Why?

Which of the speakers is/are not very likely to achieve their ambition? Why not?

Speaker 1: D Speaker 4: B
Speaker 2: F Speaker 5: C
Speaker 3: A E is not used.

Homework

- Assign the Listening exercise on page 101 of the Workbook.

Dictionary Corner

Aim: to give practice in using phrasal verbs with different particles

- Ask students to do the exercise individually or in pairs. Explain that they should be able to work out the answers even if they only know the meaning of one of the phrasal verbs in each pair.
- Check answers orally and/or by writing them on the board.

- down
- on
- up
- on
- into
- on
- after
- into

- Ask students to match the verbs that were the answers in exercise 1 with their definitions.
- Check answers orally and/or by writing them on the board.

- turn into
- carry on
- put on
- get on (with)
- look into
- turn down
- look after
- make up

Additional Task

- Ask students to choose three of the phrasal verbs from exercise 2 and make a sentence with each using *prefer*, *would rather* and/or *had better* and an appropriate structure (they should refer to **Grammar database 29** if necessary).
- Check answers orally and/or by writing them on the board.

Students' answers, eg

I'd prefer not to **carry on** studying after I leave school.
You had better not **turn down** that job offer as it's the only one you've had.

I prefer doing nothing to being active, which is why I **put on** weight so easily!

Homework

- Assign exercises 1, 2 on page 99 of the Workbook.

Grammar 2

Direct and indirect objects

Aim: to familiarise students with the use and position of direct and indirect objects in sentences

- Write the following sentence on the board and elicit which is the direct object and which the indirect object in the sentence (direct object = the message / indirect object = Karen)

► On the Board

Have you given the message to Karen?

- Elicit a different way this sentence could be expressed (Have you given Karen the message?).
- Go through **Grammar database 30** on page 204 of the **Grammar database** with students.
- Ask students to do the exercise, referring to **Grammar database 30** if necessary.
- Check answers orally and/or by writing them on the board.

(a dash means that no word is needed)

1 -	4 for	7 -
2 to	5 -	8 -
3 to	6 to	

- Ask students to do the exercise, referring to **Grammar database 30** if necessary.
- Point out that they must not use the word in bold or change any of the other words to form their new sentence.
- Check answers orally and/or by writing them on the board.

- I made my dad a promise to try harder at school.
- We'll send you the certificate next week.
- Did you get Mandy a present?
- I'm going to make an effort to write my penfriend a letter every week.
- My mum made the team a cake when they won the match.

Homework

- Assign exercises 1,2,3,4,5 on pages 99 and 100 of the Workbook.

Soundstation

Aim: to give students practice in recognising and producing the sounds /ɔ:/ and /ʌ/

- Ask students to read the two words aloud, then play the CD for them to check their pronunciation. **CD 2, Track 19**
- Ask students to practise reading through the pairs of words, checking any they are unfamiliar with in a dictionary.
 - Play the CD, asking students to circle the word they hear in each pair. **CD 2, Track 20**
 - Check answers orally and/or by writing them on the board.

1 short	4 born
2 done	5 but
3 won	6 bored

- Ask students to practise reading through the pairs of words again. Provide feedback and correction where appropriate.

Additional Task

- Ask students to make two columns in their exercise books and write the word *caught* at the top of one and *cut* at the top of the other.
- Write the following words on the board and ask students to write them in the appropriate column according to the vowel sound they contain:

► On the Board

door, luck, come, roar, sure, law, enough, water, floor, bored

- Check answers orally and/or by writing them on the board.

caught: door, roar, sure, law, water, floor, bored
cut: luck, come, enough

Speaking

Aim: to give practice in prioritising

- Read through the information with students and elicit what the pictures show (table tennis table, stereo, TV, board game, video camera, coffee machine).
 - Ask students to make notes in answer to the three questions.
 - Don't check answers at this point – students will discuss them in exercise 2.

- 2 • Ask students to have a discussion with their partner based on the notes they made in exercise 1, using the phrases given.
 - Go round the class monitoring the conversations.
 - Alternatively, you may wish to do this as a whole class discussion.
 - Take a vote at the end on which would be the most useful piece of equipment for the youth club, and why.
- 3 • Explain to students that they are going to have a conversation with their partner based on the information on page 169.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Elicit some examples of questions the reporter might be likely to ask and write them on the board:

► On the Board

Students' answers, eg*When did the quiz take place?**Who were you competing against?**How did you feel when you won?**What was the prize?**What would you like the prize money to be spent on?*

- Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from the box in exercise 2 if they wish.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to tell you the reasons why people make mistakes (eg they do things too quickly or without paying attention to what they're doing; they are inexperienced or nervous; they are distracted; they are afraid of failure, etc)
- Ask students to complete the exercise individually or in pairs.
- Remind them to read the text when they have completed the gaps to make sure it makes grammatical and logical sense.
- Check answers orally and/or by writing them on the board.

- 1 not
- 2 it
- 3 would
- 4 them
- 5 up
- 6 you
- 7 had
- 8 to
- 9 us
- 10 prefer / like / choose
- 11 to
- 12 on

Writing**Using the correct register**

Aim: to give students practice in distinguishing between different registers

- 1 • Choose two students to read texts A and B aloud while other students follow in their books.
 - Elicit whether the paragraphs are from the beginning, middle or end of the respective pieces of writing (both are the introductions) and elicit ideas as to how they might continue (A: by giving advice about how to organise a quiz / B: by discussing the effects of being competitive or whether or not being competitive is a good thing in more detail).
 - Ask students to answer questions 1-9.
 - Check answers orally and/or by writing them on the board.

1A 2A 3B 4B 5A 6B 7A 8B 9A

- 2 • Explain to students that these sentences are inappropriate for an article for a young people's magazine because they are too formal.
 - Ask students to rewrite the sentences in a more appropriate style.
 - Check answers orally and/or by writing them on the board, accepting all sentences which are grammatically correct and the correct level of formality.

(suggested answers)

- 1 Make sure you know the right answer to each question.
- 2 You need to make answer sheets before the quiz.
- 3 You have to decide how many questions you're going to ask.
- 4 Think about whether you want teams or individuals to take part.
- 5 Don't forget that not everyone's going to bring a pen with them.
- 6 Give the winning team a cheap prize.

Homework

- Assign exercises 1,2,3 on page 101 of the Workbook.

Get Ready to Write

Article

Aim: to prepare students to write an article

- 1 • Ask students to read the article and say whether or not they agree with the advice given in it (and if they can think of any other tips for successful revision).
- Ask students to answer the questions individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 one of the following: you're, don't, you'll, won't
- 2 exclamation mark (!)
- 3 either of the following (in Paragraph 1): Are you about to start revising for exams? / Are you worried you're studying in the wrong way?
- 4 one of the following: take, make, add, give, don't imagine, find, stay, get
- 5 Then take a look at ... (Paragraph 1) / Good luck! (Paragraph 4)

- 2 • Read through the advertisement with students and ask them if they have ever organised a party, barbecue, quiz, etc.
- Ask students to choose the event they're going to write about in their article and note down five tips on how to organise it.
- Elicit some ideas for each of the different events and ask students what kind of language they will use in their article for giving tips/advice (imperatives and modal verbs, eg *should, ought to, could*, etc).
- Draw students' attention to Paragraph 3 of the model article, where the writer gives the reader advice by giving an example of his/her own approach to exams. Tell students they might want to use this approach when giving tips/advice in their article.
- 3 • Ask students to go to their Composition Planner on page 166 and give them about five minutes to write a brief plan for their article.

Homework

- Assign the writing of the article students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this article and give it to you. Their article will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their article to you.

Additional Task

- Divide students into two teams (A and B) and tell them they are going to do a quiz about successful people.
- Tell them the two teams will take it in turns to answer questions: if they get the question right, they score two points; if they get it wrong, the other team can have a go at answering it for a bonus point (i.e. one point).
- Read out question 1 to Team A, question 2 to Team B, etc.
- Keep the teams' scores on the board – the winners are the ones with the most points at the end.

SUCCESSFUL PEOPLE QUIZ

(answers in brackets)

- 1 Who discovered America in 1492?
(Christopher Columbus)
- 2 Which famous rock and roll singer was nicknamed 'The King'?
(Elvis Presley)
- 3 Who was the first man to walk on the Moon?
(Neil Armstrong)
- 4 Which company made the very first pair of blue jeans?
(Levi's)
- 5 Which children's books about a school for wizards were written by J.K. Rowling?
(the Harry Potter series)
- 6 Name one of the stars of the film *Titanic*.
(Kate Winslet or Leonardo DiCaprio)
- 7 Which football team based in the north of England did David Beckham used to play for?
(Manchester United)
- 8 Who wrote the plays *Hamlet* and *Macbeth*?
(William Shakespeare)

Target Language

Grammar: question tags / *although, even though, despite, in spite of*

Lexis: shopping and money / word formation (verbs, nouns and noun phrases)

Reading skills: implication

Listening skills: listening for specific information

Speaking skills: expressing preference

Writing skills: punctuation and capitalisation / report

Pronunciation skills: reception and production of question tag intonation

- Ask students to look at the title and elicit suggestions as to what the unit is about (shopping and money).
- Ask students if they think people in general buy more than they actually need and, if so, why.

Get warmed up!

Aim: to introduce the subject of shopping and money through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.
- You might like to write the following sayings on the board and ask students how far they agree with them:

► On the Board

*Money is the root of all evil.
Money makes the world go round.
Money can't buy happiness.*

Additional Task

- Play the game 'I went to the shops'.
- Student A should start the game by saying, 'I went to the shops and I bought a t-shirt' (he/she can choose to say any product whatsoever).
- Student B then continues the game by saying, 'I went to the shops and I bought a t-shirt and some socks'. Once again, 'socks' is just an example. Student B can say any product. As you go round the class the list of purchases will get longer and each student has to remember what previous students 'bought' in the correct order.
- If a student makes a mistake when trying to remember the list of things, they are 'out' and the game continues without them. The winner is the student who manages to remember the longest list correctly.

Reading

Aim: to develop students' understanding of implication

- 1 • Read through the introduction to the quiz with students and explain that, for each question in the quiz, they will have to choose the correct option for themselves.
 - Go round the class asking students to read out a question each while the others follow in their books and tick the answer that applies to them.
 - Ask students to calculate their scores at the end and elicit what they are before you read out the comments for each score.
 - Elicit suggestions as to the meaning of the word *shopaholic* (someone addicted to shopping) and ask students if they know any other words ending in 'holic' (eg *alcoholic*, *workaholic*, *chocoholic*).
- 2 • Explain that sometimes reading tasks require you to infer an answer from the information given in a text – that means the answer is not given directly, but can be deduced from what is said.
 - Make sure students understand the meaning of the word *imply* (suggest).
 - Ask students to read the comments on the scores again and answer the three multiple-choice questions.
 - Check answers orally and/or by writing them on the board, asking students to justify their choices.

1 b: '... if your score is above 45, you're in danger of becoming a shopaholic. Take care ...'

2 b: 'You might be in danger of being called old-fashioned and boring by many of the people round you.'

3 c: eg 'Are you sure you've got enough money???'
'Maybe you should get out more!'

- Discuss the questionnaire and its results with students.
- You might want to follow it up with these further questions for discussion:
 - Why are brand names important to young people in particular when it comes to shopping?*
 - How far are you influenced by advertising to buy certain products?*
 - Do you think you can be happy without a lot of money?*

Homework

- Assign the Reading exercise on page 102 of the Workbook.

Additional Task

- Write the following sentences on the board and ask students what is implied by each one:

► On the Board

- 1 Shopping isn't high on my list of priorities.
- 2 The shop assistant looked as if he had much better things to do than serve me.
- 3 She was not famous for her self-control with a credit card.
- 4 It might not have been the bargain of the year, but so what? You only live once.
- 5 Trying on the jeans brought it home to me that not going on a diet was not an option.

- 1 I don't like shopping.
- 2 The shop assistant looked bored / wasn't very polite.
- 3 She liked spending money.
- 4 It was expensive but I didn't / don't care.
- 5 I realised when I tried on the jeans that I would have to go on a diet.

Dictionary Corner

Aim: to introduce and practise language to do with shopping and money

- Ask students to complete the exercise, referring to the questionnaire if necessary.
- Check answers orally and/or by writing them on the board.
- Draw students' attention to the pronunciation of the word receipt ('like 'ri'-seat').

- 1 try ... on
- 2 take ... back
- 3 credit card
- 4 receipt
- 5 sales
- 6 catalogue
- 7 order
- 8 bargain
- 9 Brand names

Homework

- Assign exercises 1,2 on page 103 of the Workbook.

Grammar I

Question tags

Aim: to familiarise students with the formation and usage of question tags

- 1 • Direct the following comments to different students in the class:
You've done your homework, haven't you?
It's cold/hot today, isn't it?
Your sister's/brother's name's ..., isn't it?
- Go through **Grammar database 31** on pages 204 and 205 of the **Grammar database** with students.

- Ask students to do the exercise, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.

1d 2a 3f 4b 5c 6e

- 2 • Ask students to do the exercise, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 will, should be: shall
- 2 hasn't, should be: has
- 3 amn't, should be: aren't
- 4 doesn't, should be: does
- 5 shouldn't, should be: should

- 3 • Ask students to do the exercise individually or in pairs, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 doesn't he?
- 2 is it?
- 3 doesn't she?
- 4 have we?
- 5 do they?
- 6 shall we?
- 7 am I?
- 8 will you?
- 9 couldn't we?

Additional Task

- Write the following question tags on the board and choose different students to ask you questions (about you, themselves or other students) using them:

► On the Board

will you?	shall we?
has he?	don't I?
doesn't she?	was it?
did they?	isn't it?
aren't I?	should he?

Homework

- Assign exercises 1,2,3,4 on page 104 of the Workbook.

Listening

Aim: to give students practice in listening for specific information

- 1 • Ask students to label the pictures and check their understanding of *cash card* and *cheque book*. Ask them which of these things they or their parents use when they go shopping.
- Check answers orally and/or by writing them on the board.

cash machine
cheque book
cash
cash card

- 2 • Ask students to read through statements 1-5 before they listen to the CD.
• Play the CD, asking students to mark the statements *True* or *False* as they listen. **CD 2, Track 21**
• Check answers orally and/or by writing them on the board.

1 False
2 False
3 True
4 True
5 False

- 3 • Ask students to read the sentences and make a note of any answers they can remember.
• Play the CD again and ask students to listen out for a word or short phrase which can fit in the gap. **CD 2, Track 22**
• Check answers orally and/or by writing them on the board.

1 cheque book
2 credit card
3 electricity bills
4 in the evening
5 cash card

Homework

- Assign the Listening exercise on page 107 of the Workbook.

Dictionary Corner

Aim: to give practice in word formation

- Ask students to look at the words given in the table and check they understand them.
- Ask them to do the exercise in pairs, preferably without using dictionaries.
- Check answers orally and/or by writing them on the board.
- Point out the difference in stress between *produce* as a verb and a noun (stressed syllables indicated in bold): **produce** (verb), **produce** (noun)
- Point out the difference in stress between the following words (stressed syllables indicated in bold): **advertise**, **advertiser**, **advertisement**, **advert**, **advertising**

The table should be completed as follows (words in brackets already given):

verb

shop
(produce)
consume
(deliver)
(manage)
advertise

person

shopper
shop (assistant)
producer
consumer
(salesperson)
manager
managing (director)
(advertiser)

other nouns

(shop)
shopping
product
production
(consumption)
sale
delivery
management
advertisement/advert
advertising

other phrases

shopping (centre)
(go) shopping
(fresh) produce
consumer (rights)
consumer (society)
(on) sale
(for) sale
(buy something in the) sales
(pay cash on) delivery
(free) delivery
advertising (agency)

Additional Task

- Ask students to shut their books.
- Write the following sentences on the board and ask students to complete the gaps with the appropriate words (from the table in the previous exercise):

► On the Board

- Would you say that you're a sensible _____ or do you normally spend too much when you go _____?
- I always buy fresh _____ like eggs, fruit and vegetables at my local market rather than in a _____.
- These curtains were a bargain because I bought them in the _____.
- I decided to _____ my car in the paper because it didn't cost anything to put the _____ in.

- Check answers orally and/or by writing them on the board.

1 shopper, shopping
2 produce, shop/store
3 sales
4 advertise, advert/advertisement

Homework

- Assign exercises 1,2 on page 105 of the Workbook.

Grammar 2

Although, even though, despite, in spite of

Aim: to familiarise students with the structures that go with *although, even though, despite, in spite of* and their meaning

- 1 • Go through **Grammar database 32** on page 205 of the **Grammar database** with students.
- Ask students to do the exercise, referring to **Grammar database 32** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 In spite
- 2 Although
- 3 Even though
- 4 Despite
- 5 Despite the fact that
- 6 in spite of

- 2 • Ask students to do the exercise individually or in pairs, referring to **Grammar database 32** if necessary and paying attention to punctuation.
- Check answers orally and/or by writing them on the board.

- 1 Although the shop is a long way from the city centre, it is popular.
- 2 Even though we've got a car, we prefer to take the bus into town.
- 3 Despite being the right size, the jeans didn't feel comfortable. / Despite the fact that the jeans were the right size, they didn't feel comfortable.
- 4 In spite of there being a big queue, I decided to wait. / In spite of the fact (that) there was a big queue, I decided to wait.

Homework

- Assign exercises 1,2,3,4,5 on pages 105 and 106 of the Workbook.

Soundstation

Aim: to give practice in understanding and producing intonation in question tags

- 1 • Play the first version of the sentence on the CD, telling students to listen carefully. **CD 2, Track 23**
- Then play the second version of it and elicit what the difference is in the way it is spoken (the speaker's voice goes up at the end, whereas in the first it went down) and possible reasons for this difference (the first question is asked in order to confirm something the speaker thinks is true, while in the second, the speaker doesn't have preconceived ideas as to what the answer will be, i.e. it's more like a real question).

- Go through the two explanations with students, playing the sentences again, if necessary, to illustrate the differences in intonation in the question tag.

- 2 • Ask students to listen carefully to the sentences, especially the intonation at the end of them, and decide whether they're the first or second type described in exercise 1 (i.e. whether the speaker expects the listener to agree or whether they really want to check the information they're asking about). **CD 2, Track 24**
- Play the CD again, pausing after each sentence for students to circle the answer.
- Check answers orally and/or by writing them on the board.

- 1 agree
- 2 agree
- 3 check
- 4 agree
- 5 check

- 3 • Ask the students to practise saying the sentences with both types of intonation.
- Choose different students to read out a sentence each with one type of intonation or the other and elicit what exactly they meant afterwards (i.e. whether it was said expecting agreement or to ask for information).

Additional Task

- Write the following situations and questions on the board and ask students to practise asking the questions with the correct intonation:

► On the Board

- 1 You think your friend looks awful in the dress she's just tried on in a shop, but you're afraid she might buy it. You say:
'You're not going to buy that, are you?'
- 2 You and your friend have found a really good shop with excellent prices – you've both bought lots of bargains. You say:
'This shop's brilliant, isn't it?'
- 3 You know that your friend didn't buy a CD she really wanted because she couldn't afford it. You say:
'You didn't have enough money to buy it, did you?'
- 4 You're tired from too much shopping and suggest going for a coffee to your friend, who isn't as tired as you. You say:
'Let's go for a coffee, shall we?'

- Check answers orally.

- 1 voice should go up
- 2 voice should go down
- 3 voice should go down
- 4 voice should go up

Speaking

Aim: to give practice in expressing preference

- 1 • Ask students to shut their books.
- Read questions 1-7 aloud, eliciting answers from different students and encouraging them to expand on their answers as much as possible.
- 2 • Ask students to open their books and interview each other using questions 1-7 and taking brief notes on their partner's answers.
- Tell students you are going to carry out a class survey to find out about their consumer habits and write the following on the board:

► On the Board

- 1 shopping:
alone?
with friends?
with family?
- 2 second-hand clothes:
yes?
no?
- 3 pay:
in cash?
with credit card?
- 4 prefer:
money?
presents?
- 5 prefer:
catalogue?
shop?
- 6 internet shopping?
- 7 prefer:
saving money?
spending money?

- Elicit students' preferences regarding each question by asking students to answer about their partner (according to the notes they took) rather than themselves.
- Count up the number of students who answered each way after each question and write the numbers on the board.
- Ask students to draw conclusions about the results of the survey, using *would rather* and *prefer* with the appropriate structures (eg Most students prefer to get money rather than presents for Christmas. / Less than half of the class would rather save money than spend it.).

- 3 • Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Refer students to the *Speaking database* on page 174 before they do the task.
- Allow pairs to decide who will role-play the customer first, and who will be the shop assistant.

- Give students about five minutes to do the role-play activity, swapping roles when they have finished the first time, while you go round the class monitoring. Remind them that they can use the useful phrases from the box in exercise 2 if they wish.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to skim the paragraph quickly for gist and elicit what it's about (one's rights when shopping).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 shopper
- 2 consumer
- 3 adverts/advertisements/advertisers
- 4 product
- 5 delivery
- 6 complaint
- 7 assistant
- 8 manager
- 9 customers
- 10 online

Writing

Punctuation and capitalisation

Aim: to give students practice in using punctuation correctly

- 1 • Ask students to look at the first sentence. Elicit how many mistakes there are, what they are and why they are incorrect.
- Continue with the remaining sentences.

- 1 two mistakes: the comma after yesterday because this should be two separate sentences, and the word *its*, which means *belonging to it*
- 2 one mistake: *it's* means *it is* or *it has*. *Its* should be used to show possession.
- 3 one mistake: the question mark. This is a reported question.
- 4 two mistakes: we never use chevrons (») in English and the sentence doesn't end after *anything*
- 5 two mistakes (related to each other): the commas. This is a defining relative clause.

- Ask students to rewrite the sentences correctly.
- Check answers by writing them on the board.

- 1 I got the new Homeshopper catalogue yesterday. It's great.
- 2 This department store has its own credit card.
- 3 I asked if I could return the top.
- 4 'I didn't buy anything,' said Chris. (note: It doesn't matter if double or single quote marks are used here, as long as they are both the same type.)
- 5 The shop assistant that served me was very helpful.

- 2 • Ask students to look at the four extracts and work out where they are from (1 a report, 2 an informal letter, 3 a formal letter, 4 a story).
- Ask students to work individually or in pairs to rewrite the extracts with the appropriate punctuation.
- Check answers by writing them on the board.

- 1 To: Mr Deacon
From: Alison Davis
Subject: Improvements to Deacon's Newsagents
Date: 24th February
- 2 Dear Charlie,
Hi! How are you? Thanks for your email. I'm really pleased you're coming to stay with us this Christmas. You're not going to spend a lot on presents for my family, are you?
- 3 Yours sincerely,
Jean Prentice
- 4 Hardy came into the room. 'Good morning,' he said. He sat at the breakfast table and opened the newspaper. 'I see the sales have started,' he remarked.

Additional Task

- Ask students to write a couple of sentences that could be part of any of the types of writing that have been covered in the book (letter, email, essay, story, etc). The sentences should contain examples of different kinds of punctuation.
- Choose a student to write their sentences on the board minus all punctuation and in lower case letters (as in the examples they looked at).
- Another student should then rewrite the sentences on the board with the correct punctuation.
- Repeat this process several times with different students.

Homework

- Assign the exercise on page 107 of the Workbook.

Get Ready to Write

Report

Aim: to prepare students to write a report

- 1 • Choose a student to read the report aloud and ask students what it's about (a possible new location for a gift and card shop) and what they imagine is the relationship between Amy Baxter and Mrs Peters (employee and employer/manager).
- Ask students to answer questions 1-5 individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 Amy Baxter
- 2 formal
- 3 Although / However
- 4 Conclusion
- 5 a ideal (Paragraph 2) b discovered (Paragraph 2)
c reasonable (Paragraph 2) d our current location (Paragraph 3)

- 2 • Ask students to read through the question and make notes in answer to questions 1-6. Encourage them to use their imagination.
- Elicit some ideas in answer to the questions, especially for number 5.
- Check answers orally and/or by writing them on the board.
- 3 • Ask students to go to their Composition Planner on page 167 and give them about five minutes to write a brief plan for their report.

Homework

- Assign the writing of the report students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this report and give it to you. Their report will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their report to you.

Units 15 - 16 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 15 and 16.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 56 and the following should be taken as a rough guide to students' performance:

45 and over: **Brilliant!**

35 and over: **Not bad**

between 25 and 35: **Could be better**

under 25: **Should be better**

As homework

- Assign all of the exercises after Units 15 and 16 have been completed.
- Alternatively, you may want to assign exercises 1, 2, 7 and 8 after Unit 15 has been completed and exercises 3, 4, 5 and 6 after Unit 16 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

2 1 on 2 after 3 down 4 up 5 on 6 into 7 on

3 1 have they 2 doesn't he 3 are you
4 shouldn't we 5 aren't I 6 is it 7 do they

4 1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓

5 1 sales 2 around 3 bargains 4 on 5 receipt 6 cash
7 credit 8 catalogue 9 through 10 shop

6 1 advert(isement) 2 shopping 3 delivery
4 managing 5 consumer 6 products

7 1 rather 2 prefer 3 better 4 rather 5 better
6 prefer

8 1 ambitious 2 fortune 3 failure 4 determined
5 achieve 6 qualifications 7 succeed

1 1 to 2 ✓ 3 ✓ 4 to 5 ✓ 6 ✓ 7 for (the first one)

Student's Book Tapescripts

Unit 1

Listening 2 & 3

Speaker 1

Oh, the worst day of the week is definitely Tuesday. That's when we do PE. It's the only subject I don't enjoy. And this term we're doing gymnastics. I'm just not very good at it! I guess I'm not really a sporty person. Still, it's only for about fifty minutes, and Mr Fanelos, our teacher, is really nice, so I guess I can put up with it.

Speaker 2

Yeah, this is definitely my favourite subject. Well, it's not surprising, really, as I want to be a doctor. I love everything to do with science. Last year we just did science once a week, but this year we're having different lessons for physics, chemistry and biology. That's great as far as I'm concerned. It means we're doing something scientific three times a week. This morning we're doing experiments in the chemistry lab. Brilliant!

Speaker 3

Well, we're doing sums again. Yes, it's ten o'clock in the morning so it must be maths. Monday to Friday, it's always the same. I'm quite good at maths, actually, but it's so boring! And our teacher doesn't let us use a calculator. I don't know why! Surely calculators exist so people can use them. Anyway, today we're doing multiplication and division. Can't wait till lunchtime. Oh well, back to work I suppose.

Speaker 4

No, English isn't the only foreign language I'm doing. I've been doing French for about four years now and we're all slowly getting ready to take an important French exam at the end of the year, so we have lessons every day except Fridays. It's quite an easy language really. In many ways it's similar to English but I do have problems sometimes with the grammar. Some of the French tenses are a bit different from the English ones. Anyway, I do enjoy it, and I'm glad I can speak both French and English.

Soundstation 1

pill	peel
ship	sheep
grin	green
lid	lead
filling	feeling
chick	cheek

Soundstation 2

1. Where's the peel?
2. Look at that ship!
3. That's a nice grin.

4. Where did you put the lid?
5. What a fantastic feeling!
6. Look at her chicks!

Speaking 1

Interviewer: What time do you get up on school days?

Katerina: Well, usually at around seven o'clock, but sometimes I lie in a bit and get up at about seven thirty.

Interviewer: How do you usually get to school?

Katerina: Oh, I walk. It's not far. It's only five minutes from my house.

Interviewer: What's your favourite subject?

Katerina: History, definitely. I love it. It's so interesting learning about how people lived in the past.

Interviewer: What do you usually do at the weekends?

Katerina: Um ... what do I do? I don't know. The usual things, I suppose. Play with my friends, listen to music, catch up on my homework if I have to. Nothing special.

Interviewer: How often do you have English lessons?

Katerina: Well, we do English at school in the morning, and I also go to a language school in the afternoon, so I think I probably do some English every day, really.

Interviewer: Are you reading any books at the moment?

Katerina: Yeah, I'm reading a great book. *Harry Potter and the Philosopher's Stone*. It's really exciting. Even better than the movie, actually.

Interviewer: What do you want to do when you leave school?

Katerina: I haven't really decided. I think I'd like to go to university and get a degree, but I'm not totally sure yet. I'm a bit young to make those kind of decisions.

Unit 2

Listening 2 & 3

Speaker 1

Actually, something weird did happen to me – must have been a couple of years ago, now. I was in er ... London. Yeah, London, and I was trying to find a CD for my brother for his birthday. So I went into this shop in Oxford Street and started looking through the CDs. All of a sudden, I felt really odd, and I looked around and everyone seemed to be wearing clothes from the 1970s. I thought, that's strange, and I turned round and I couldn't find any CDs anywhere. They only had records and CDs, you know. And I listened to the music they were playing and that was from the 70s too. And I wanted to go up and ask someone what year it was, but I was too scared, so I ran out of the shop and everything seemed normal outside, so I went back in, and the music was something modern, and everyone was wearing modern clothes, and they had loads of CDs. Weird, eh?

All: Creepy! / Wow, bizarre!

Speaker 2

Well, this didn't happen to me – it happened to my uncle, but it's strange all the same. He was really into hypnosis a few years ago, and he used to see a hypnotist regularly. You know, this guy who'd send him to sleep and then ask him questions and stuff. Anyway, one day, while he was unconscious, he told the hypnotist he was called Mr Jackson, and that he was a fireman. He said it was the year 1884. He said he was seeing a play with his wife, and then he described the stage catching fire, and the actors screaming and the audience panicking and how he helped lots of people get to safety but then he said he died in the fire. A few days later, my uncle did some research, and found out that in 1884 there was a fire during a performance of *The Tempest* in Leeds, and a fireman called Jackson had died after helping lots of people escape from the building. And my uncle definitely didn't know the story before he went to the hypnotist. How do you explain that?

Speaker 3

I remember once when I was at school we were doing science with Mr Thomas, and one of the kids, Nick Rice I think his name was, asked Mr Thomas if it was possible to make objects move using the power of your mind. Mr Thomas said, no, he thought that was rubbish and so Nick Rice said, 'Okay, let's see. I'm going to try and make the clock fall off the wall.' We all looked at the clock and – do you know what? – it fell off the wall and smashed into hundreds of pieces on the floor. We couldn't believe it! Afterwards, I asked Nick how he did it. He said he had no idea and that it was probably coincidence. I'm not so sure, though.

Speaker 2 Wow, that's incredible!

Speaker 4

Well, listen to this, then. My mum was away somewhere – I think she was on a business trip or something – so my dad was sleeping at home alone. For some reason, I'm not sure why, he decided to sleep in the spare room, rather than in their bedroom. Anyway, in the middle of the night there was this huge storm and the ceiling in my parents' room completely collapsed. There was a huge amount of damage, and dad could have been killed if he'd been in the bed at the time. He says he's got no idea what made him sleep in the spare room that night – he just had this strange feeling that he should. Isn't that odd?

Speaking 1

Speaker 1

Well, this is a picture of a ghost in someone's bedroom. I don't really believe in ghosts, so I don't think the photo's real. It looks real though.

Speaker 2

I'm not really sure what this is. It seems to be some kind of creature in the sea or a lake. Perhaps it's a crocodile or dolphin or

something, but I guess it could be a submarine. The picture's not very clear though, so it's difficult to tell.

Unit 3

Listening 2 & 3

Speaker 1

Well, we'd just come back from town, hadn't we Doreen, and we came through the front door and, well, I knew immediately something was wrong. And then we came in here and ... well, the TV had gone, and the video, and he even stole all the photos of the grandkids. Why did he have to take them? For the frames, I s'pose. The clock that Doreen's mum gave us. None of it was worth a huge amount of money – well, we don't have much, do we, but it's the thought that he's been in here. Still, they caught him. David Jackson's his name. And we did get all of our stuff back, luckily, so it could have been a lot worse.

Speaker 2

Well, I was just hanging up the new leather jackets when I saw him put something in his bag. I immediately thought, 'he's shoplifting, he is' so I went to the cash desk, keeping my eye on him all the time, and called the store security guard. He came down and followed the guy round for about, well, for about ten minutes or so I guess. As the guy was leaving, the security guard stopped him and asked him to open his bag. He'd only stolen fifteen pairs of socks! Incredible! So, they took him to the manager's office and called the police. It turned out his name was David Jackson, and he'd also done loads of burglaries all round the area.

Speaker 3

After we'd arrested Jackson, we brought him here for questioning. At first, we thought he was just a shoplifter, and of course he said it was all a mistake and he hadn't done anything wrong. But while he was telling us how innocent he was, we sent a couple of officers round to his house. Do you know what they found in his bedroom? Twenty-seven TVs, sixteen videos, and loads of jewellery. All stolen. Well, when the officers came back we told Jackson what we'd found. And he denied any knowledge of them. Said he didn't know where they'd come from. Can you believe it?

Speaker 4

Yes, I was the judge on that case. There was no doubt he was guilty. He'd been caught shoplifting, and then when the police searched his house, they found things Jackson had stolen in over twenty different burglaries. I had no choice. I had to send him to prison. I just hope that in prison he'll realise that crime doesn't pay and that he'll be a responsible citizen when he comes out.

Speaker 5

Yes, Jackson's been here for three years, now. He's got two more years to go. He's quite well behaved actually. Never causes any trouble. Just sits in his cell most of the time reading. Will he commit any crimes again after he leaves? It's difficult to tell. Some do, some don't. I can't imagine he'll want to come back here, though. It's not a very nice place, is it?

Soundstation 1

Speaker 1: It seems to me that prisons don't really work.

Speaker 2: As far as I'm concerned, everyone who breaks the law should be punished.

Speaker 3: In my opinion, no country should have the death penalty.

Speaker 4: If you ask me, most people would never break the law.

Unit 4

Listening 2

I'm Your Number One Fan

You've never had a hit record
You've never been on TV
I've never seen your face in a magazine
Or a Hollywood movie
You don't have any money
And you don't dress like a star
No-one's visited your web page
You don't even have a car

But I'm your number one fan!
And I'll do whatever I can
To show you you're the best
Much better than the rest
To show you that I care
And that I'll always be there
Yes I'm your number one fan!

No-one's ever asked your opinion
About the issues of the day
No-one famous has ever called
To see if you're okay
You've never signed an autograph
And you probably never will
And there'll never be a newflash
To tell us that you're ill

Soundstation 1

He's a pop star.
It's the best magazine.
I love these books.

Soundstation 2

eg She's a journalist.

- 1 Have you ever met a famous person?
- 2 The magazine costs about a pound.
- 3 I felt uncomfortable interviewing Madonna.
- 4 He's a well-known writer.
- 5 Could you pass me the newspaper?
- 6 This video is better than that one.

Speaking 1

Student 1

Oh, comedies, like *Friends* and *Absolutely Fabulous*. I also love watching videos on MTV.

Student 2

I generally listen to pop and rock. You know, bands such as *Radiohead* and *Travis* and *Coldplay*, and people like Jennifer Lopez and Kylie Minogue.

Student 3

Oh, really good-looking film stars. Brad Pitt and Ewan McGregor, for example.

Unit 5

Listening 2 & 4

Presenter: With me in the studio today, I'm joined by Angie Hampson, and we're going to talk about how space missions affect the technology we have here on Earth. Angie, welcome to the show.

Angie: It's nice to be here.

Presenter: Now, we first went to the Moon over thirty years ago. How much of the technology developed then has been useful here on Earth too?

Angie: Well, actually an enormous amount. For example, what kind of clock have you got by your bed?

Presenter: A digital clock. Why?

Angie: Because the technology for digital watches and clocks came from the early NASA space programmes. It's quite possible that if we hadn't gone into space, we wouldn't have digital clocks now.

Presenter: Amazing. What else?

Angie: Well, the very first laptop computer was designed for an Apollo space mission. But we're not just talking about electrical equipment. Do you sometimes wear trainers?

Presenter: Yes, I do.

Angie: A lot of the technology they use to make them comfortable comes from research done for space missions.

Presenter: And is this going to continue to happen in the future? As we go off to Mars, and other parts of the Universe, are we going to see the technology they develop for those missions having some use here on Earth too?

Angie: Yes, I think we will. The thing is, we spend billions and billions of euros each year on space research. Now a lot of that money at the moment, for example, is spent on developing lasers and robots and cameras and computer equipment for the next mission to Mars. And in the future, that technology will be available for us to use – in hospitals, in the home, in forecasting the weather, in firefighting, in entertainment. You name it, it'll use space technology.

Presenter: Fascinating. One final question, Angie. What do you think the world will be like in, say, fifty years?

Angie: That's a difficult question. I think in many ways it'll be the same. We'll still live in houses, we'll go to work, we'll have families and friends. Where it will be different is with things like travel and communication. We'll be able to travel much faster than we can now – maybe three or four hours from Europe to Australia, and I think mobile phones, the internet, radio and television will probably all combine to produce this incredible communication and entertainment system. But I might be wrong, of course!

Presenter: Well, time will tell. Angie, thank you very much for talking to us today.

Angie: My pleasure.

Soundstation 1

hat, heart, hut

Soundstation 2

cut
cart
hard
pan
fun
ladder
bat
duck

Unit 6

Listening 3

Extract 1

Well, they were a disaster; basically. I mean, I only passed one of them. I can't blame anyone else except myself, though. I obviously just didn't do enough revision. My parents are really angry, of course, but there's nothing I can do about it now, is there?

Extract 2

Teenage girl: Come on then, shall we join the queue?

Teenage boy: Well, to be perfectly honest, I didn't expect it to be so high. It must be at least 50 metres. And it doesn't really look very safe.

Teenage girl: Of course it is! Don't be silly!

Teenage boy: I'm not so sure. It looks a bit old to me. I thought it would be one of these new ones. I don't think we should risk it, do you?

Extract 3

How could you do something like that? It's just not like you. I really, I mean I really don't know what to say. Could you please just tell me why? That's all I want to know. You're going to have to try and explain to me why you did it. There must be a reason.

Extract 4

Well, as you know, we were planning to go to the States this summer, but Dad couldn't get tickets or something, so we had to choose somewhere else, and we decided on Australia or Germany. Mum said we could either afford a week in Australia or a fortnight if we stay in Europe, so of course Dad and I said we wanted as long a holiday as possible, so we're going there.

Extract 5

Boy 1: Go on, what are you waiting for?

Boy 2: I don't know – I'm not sure!

Boy 1: Go on! Just pick it up and do it.

Boy 2: What should I say?

Boy 1: Just ask her if she wants to come with you.

Boy 2: What if she says no?

Boy 1: I don't know ... tell her it's going to be the party of the year. That should work.

Speaking 1

Well, to begin with, they're both pictures of people doing sports. The first picture is a photo of a man rock climbing. He's quite young and he seems to be very fit. The second picture's a photo of a man fishing. He's much older than the man in the first picture. They're both outside, but of course one main difference is that you have to be very active to go rock climbing, whereas fishing is a much more relaxing hobby.

Unit 7

Listening 2 & 3

Speaker 1

We try and go somewhere every weekend. You know, it's so easy living in the city to forget that the countryside exists. But it's just really relaxing to get back to nature for an hour or two. Breathe in some country air, see some beautiful, unspoilt scenery. Not have to rush for a change. You come back really refreshed, and realise that you haven't thought about work all day. Fantastic!

Speaker 2

Well, I've got over 200 CDs, so I might as well listen to them, mightn't I? (laughs). No, I mean – what I really love about it is that you can always find something to fit your mood. You know, if you're sad or miserable, you put on something sad and miserable, and strangely, it makes you feel better. And if you're in a really good mood, you put on something really poppy and dance round the room. Well, I do, anyway! (laughs).

Speaker 3

Yeah, they're totally addictive! Like yesterday, I spent the whole day playing Cyberforce Invaders. It's great! I got to level seven. My mum and dad do sometimes complain that I spend all my time up here, but I want to be a professional programmer when I'm older, so I've got to learn all about it, haven't I! (laughs)

Speaker 4

I started playing when I was four, actually. My dad taught me the rules, and I'm now a member of a local club. We meet two or three times a week. Some people think it must be really boring, but it's not. I think what I like most about the actual game is that there's so much skill involved – it's not a game of chance and luck like so many other games. And you can always improve. You can never say 'Right, I'm as good at this as I'll ever be.' The more you play, the better you get.

Speaker 5

I've always been good at art. You know, it was my favourite subject at school, so it's always been my hobby, really. These days, when I do a picture, I usually have a person in mind to give it to. They're perfect for birthdays and Christmas, you see. They're personal, people like hanging them up and telling other people, 'Oh, Al did that!' and of course it saves me money, too!

Soundstation 1

hand, had
send, said
finger, figure

Soundstation 2

Look at that land!
That's bad.
I'm going to go round the bend.
That's a strange trend.
It's a very big finger.
Have you read 'The Juggle Book'?

Unit 8

Listening 1 & 3

Simon: Well, it's Wednesday, and it's eleven o'clock, so I'm very pleased to welcome Miranda Miracle back to the studio. Miranda, hi.

Miranda: Hello Simon. Yes, I'm back again and ready to help your listeners solve any problems they might have.

Simon: Terrific. Okay, let's have our first caller, Jenny. Jenny's on line three. Hello Jenny.

Jenny: Hi, Simon. Hi, Miranda.

Miranda: Good morning, Jenny. How can I help you?

Jenny: Well, the thing is, I love my boyfriend Adrian very much, and I know he loves me, but we've got, well, we've got nothing in common.

Miranda: What do you mean exactly?

Jenny: Well, for example, I like going out in the evening. He likes staying in. And when we do go out, let's say we go to the cinema, we can never agree on what film to watch. We just like different things.

Miranda: And do you end up having lots of arguments?

Jenny: Yes, loads. We both get really angry and start shouting at each other. What do you think I should do?

Miranda: How old are you, Jenny?

Jenny: I'm nineteen and Adrian's eighteen.

Miranda: And has your relationship always been like this?

Jenny: We've only been going out together for a few months. I guess at first he was happy to do what I wanted to do, but now he just thinks that all my suggestions are silly.

Miranda: And you don't like his suggestions either.

Jenny: No.

Miranda: Well, here's what I suggest. You say you love him very much, so you don't want to split up, right?

Jenny: Oh no. I want to try and solve the problem.

Miranda: Right. Good. So, how about this? You have Jenny evenings and Adrian evenings. On Jenny evenings, you decide what you do. Everything. And Adrian isn't allowed to argue. But on Adrian evenings, you have to do whatever he wants to do. If he wants to stay in, you'll stay in. What do you think?

Jenny: Well, it might work.

Miranda: Give it a try. Suggest it to Adrian and see what he says. Let him have the first evening, though. That way he'll feel better about it.

- Jenny:** Okay, I'll try it. Thanks Miranda.
Miranda: You're welcome.
Simon: Okay, let's have our next caller: Ben, on line two.
Hello Ben ...

Unit 9

Listening 1 & 3

- Martin:** (fade in) ... and Heidi will be back next week to tell us more about looking after a pet tortoise. And now on *Teenage Newsround*, we're very pleased to have with us again Jan Davis, who's been looking at this week's newspapers and magazines. Jan, welcome back.
- Jan:** Hi, Martin. It's nice to be here, as always.
- Martin:** So, Jan, anything interesting to report this week?
- Jan:** Well, this is definitely my favourite story of the week. Scientists think they've discovered the funniest joke ever.
- Martin:** Really? And how do they decide if one joke is funnier than another?
- Jan:** Well, there's a psychologist – Dr Richard Wiseman – and he works at the University of Hertfordshire. Now, Dr Wiseman and his team did an experiment, called the LaughLab Experiment, where they asked people to send them jokes over the internet. Well, they received more than 40,000 jokes!
- Martin:** That's a lot of jokes.
- Jan:** Yes, it certainly is. So, what they then did – they used these jokes to find out if different things make different people laugh. And, as you would probably expect, they do. People in different countries often have a different sense of humour, so the Germans, for example, find different things funny to the French. And that's true for young people and older people, too. Even men and women find different things funny.
- Martin:** Okay ...
- Jan:** But Dr Wiseman realised that some jokes appeal to people of all ages from all groups and all countries, and the joke which most people in the world found really funny, well, that's the world's funniest joke.
- Martin:** So, what is the world's funniest joke, then?
- Jan:** Well, it's a joke that was actually sent to Dr Wiseman's experiment by a psychiatrist called Gurpal Gosall, and, just before I tell you the joke, let me just tell you what he said about it. He said 'People like it because it makes them feel better. It reminds them that there's always someone out there who is doing something more stupid than they are!'
- Martin:** So, the joke's about stupid people, is it?
- Jan:** In a way, yes, it is. Well, a stupid person, anyway. Do you want to hear the joke?
- Martin:** Yes please!

Jan: Right. Here it is. I think it's great! Here we go. Two hunters are out hunting in the woods when one of them collapses. He doesn't seem to be breathing and his eyes look strange. The other hunter gets out his mobile phone and calls the emergency services. 'I think my friend is dead,' he screams. 'What should I do?'

So the operator says: 'Calm down, sir, so I can help. First, let's make sure he's really dead.' There's a silence, and then a gun shot. Then the hunter comes back on the phone and says, 'Okay, I've done that. What now?'
(Martin laughs)

Soundstation

I've got over thirty CDs.
There were fourteen people at the party.
She's fifteen years old.
It's sixty kilometres from here.
That'll be seventy euros, please.
He'll be eighty next Tuesday.
What's nineteen times three?

Unit 10

Listening 2 & 3

Speaker 1

I've actually been riding since I was about four years old. Luckily, I never got too tall (laughs). You see, you have to be quite short and light to become a professional. I love it! Can't imagine doing anything else. There's nothing like speeding down a race track on the back of a horse. There's the noise of the horses' hooves, the spectators cheering – fantastic! And it really is team work. You have to know your horse so well and respect it. You're working together. That's the only way you can win a race.

Speaker 2

Well, of course we do make mistakes sometimes – we're only human, aren't we? (laughs) But when we do! I've had players screaming in my face telling me it wasn't a goal and I'm blind and stuff like that. Mind you, they also scream at you if you haven't made a mistake (laughs). But it's great, actually. You're taking part in the game and you're a spectator at the same time. I have to admit I quite like the power. You know, you can send players off or show them the yellow card. Course you have to be careful how you use that power though.

Speaker 3

Strangely enough, I never really played it until I went to university. I think at school we thought it was just a game for girls! (laughs) I

don't think I ever even watched it on TV. Now, though, it's my whole life. I joined this team about two years ago. We've done very well – won a couple of local championships, you know. We're hoping to take part in the national league next year, if all goes well.

Speaker 4

I do both radio and TV and they're actually not the same at all. On the radio, of course, the listeners can't see anything, so you have to describe exactly what's going on in great detail. On TV, they can see what's going on and viewers get annoyed if you just state really obvious things like 'He's running up the pitch' – well, you know, they can see that, so I think on TV my role is to give them information that they might not know. You know, information about the players and how well they've done throughout the season and things like that.

Speaker 5

Never miss a match. Never. Not when they're playing at home, anyway. I'm their greatest fan. I've got a season ticket, so every Saturday, rain or shine, I'm down here cheering them on. They're a great team really. We've had our problems over the last couple of years but we'll be back at the top next year, I'm sure. But they need the fans, you see. I'll never let them down anyway.

NB Listening 3 – same extracts as above but in this order:

- Speaker 5
- Speaker 4
- Speaker 1
- Speaker 3
- Speaker 2

Soundstation 3

a hundred and thirteen
two thousand four hundred and forty
eleven thousand six hundred and fifteen
eight hundred and nineteen thousand nine hundred and eighteen
six million five hundred and fifty-two thousand three hundred and seventy

Unit 11

Listening 2 & 3

Speaker 1

Well, we're all green these days, aren't we? I mean, I don't know if you remember but about twenty years ago anyone who talked about protecting the environment was thought of as being a bit mad! (laughs) But if you go into any supermarket these days all the products say 'environmentally friendly' or 'organic' or 'doesn't contain harmful CFCs' or whatever. So, yes, I do think things have changed for the better.

Speaker 2

You see the world's changed so much over the last few hundred years. You know, not that long ago most people lived in rural areas. These days, more people live in an urban environment than live in the countryside. So we've got an urban way of looking at things. When we eat meat, we don't really think it comes from an animal any more, we just think it comes from the supermarket (laughs). So I think that's one of the reasons why humans are having such problems protecting the environment – we don't really have much contact with the natural world any more. And that's a great shame.

Speaker 3

Well, of course we should all recycle and stuff like that but I mean, really, there's not much that one individual can do on their own. I generally think that it's governments and businesses that have to make sure the environment's protected, and I think so far they haven't done a very good job. That's why I think organisations like Greenpeace are important – they put pressure on governments and businesses to do the right thing.

Speaker 4

I think we need to clean up the city centre first. So many people live in the most awful surroundings round there these days and they just don't seem to care. You know, the streets are dirty, there's graffiti everywhere, there aren't enough trees, the air's polluted. It's just a mess. I just wish someone would do something about it.

Speaker 5

Well, the funny thing is that kids today know far more about protecting the environment than we do. They're much more careful about what they buy and about throwing things away. My kids are really green. They're always saying things like, 'Don't buy that, Mum. It's not environmentally friendly.' I really respect them. They know what they're talking about.

Soundstation

- 1 I really want to see the building site while I'm there.
- 2 The sun goes down in the West, doesn't it?
- 3 Do you want meat or fish tonight?
- 4 I don't know what to wear to the party.
- 5 I'm having problems with this knot.
- 6 I'm trying to get this letter right.
- 7 Are you sure it's safe to go swimming there?
- 8 Do you know who won the game?
- 9 We ate at about seven, I think.

Unit 12

Listening 2

Presenter: And now the fourth episode in our series *Getting The Message Across*. This week, Adam Cartwright looks at gestures and body language.

Adam: Hello there. Last week, if you remember, we were looking at how we use different types of English in different situations. We saw how the language people use in a job interview is very different from the language they use in the pub or at home. But we don't just communicate using spoken language – that is, using words and sentences and different tones of voice. We also use lots of gestures. Gestures are movements we make with our bodies – or parts of them – to communicate some kind of meaning. Have you ever wondered why we shake hands when we meet someone? The reasons we shake hands are historical – in the past, it was important to show that you didn't have a knife or a sword in your hand, otherwise you might be dangerous, so shaking hands showed that you came in peace. These days, of course, we don't usually carry knives and swords, but we do still use the handshake, and we usually use it to show friendship or to show that you're pleased to meet someone. What's interesting is that in some countries and cultures they don't shake hands. In some countries, you're much more likely to see two politicians kissing each other on the cheek than shaking hands. That's because most gestures are culturally specific. That is, they are only used in some cultures and not in all.

The same thing's true of nodding and shaking your head. Those are both gestures we in Britain use all the time. We nod our head if we agree, and we shake our head if we disagree. But that's not what they do in some other countries. In Greece, for example, if you move your head up and back a little, that actually means 'no', not 'yes'. It can be very confusing for British tourists.

Now, let me ask you a question. What gesture do we use to show we don't know something? I know you're all thinking out there and I bet some of you are thinking 'oh, I don't know'. And I bet some of you who don't know are even using this gesture right now to show that you don't know. Even if you don't know you're doing it! (laughs) We shrug our shoulders. We just raise them a little, then drop them, and that shows we don't know.

So, we don't always need language to communicate. We can also sometimes use our bodies. Well, that's all for this week. I'm off to write next week's episode now. Wish me luck! And if you want to, you can keep your fingers crossed for me. That's a kind of gesture, showing that you wish someone luck. Goodbye!

Soundstation 2

communicate, communication
 photograph, photography
 library, librarian
 advert, advertisement
 science, scientific
 economy, economical
 secretary, secretarial
 Italy, Italian

Unit 13

Listening 2

Amy: Hi, Gary. I'm back.

Gary: Well ...

Amy: Well what?

Gary: How did it go?

Amy: Well, okay, I suppose. I got there at five to nine this morning, which I thought was fine, as I'd thought I was supposed to start at nine, but in fact – I can't believe they hadn't told me this – the office opens at eight thirty. So, in fact I was late. But it really wasn't my fault.

Gary: That's not fair, is it?

Amy: Well, they weren't angry or anything, so that was okay. So, I was met by Mrs Collins, she's my new boss – she's really nice, actually – and she gave me my company ID card and took me up to the fifth floor. That's where the art department is.

Gary: Have you got your own office?

Amy: No, it's nothing like that! We all work in this huge room and, listen to this – we haven't even got our own desk! Everyone has a little trolley with their things on, which you lock in a cupboard at the end of the day, and in the morning you get your trolley and just go to an empty desk. It doesn't matter which one it is.

Gary: Weird! What are the other people who work there like?

Amy: Well, most of them in my department are graphic designers like me, and some of them seemed quite interesting. To be honest, though, I didn't really get the chance to talk to many of them. I was working all day.

Gary: Really? On your first day! That's a bit much. What did they make you do?

Amy: Well, the company's doing this big advertising campaign for Zantok computers at the moment. You know, promoting their new range of laptops and PCs, so I was asked to do one of the newspaper adverts. It was quite fun and Mrs Collins seemed quite pleased with the results, so that was good.

Gary: Well, I'm glad it went quite well, anyway. So, what do you fancy doing this evening?

Amy: Oh, I'm actually a bit exhausted, Gary, to be honest. (fade out) Maybe we could just ...

Soundstation 1

shake / sake
shoe / Sue
ship / sip
show / so
short / sort

Soundstation 2

Look at that sack!
I really want you to shine.
I think you need to start shaving.
We sat on a sheet.
Do you want me to sell those?
It was a big sock.
How do you spell 'shed'?

Unit 14

Listening 2 & 3

Speaker 1

Can everyone hear me at the back? Okay, good. So, we'll shortly be going into what was the Queen's bedchamber. Queen Anne slept here from 1724 to 1746. All the furniture – the bed, the desk, the chairs, the wardrobes – is the actual furniture that Queen Anne used. The other things in the room, like the sheets and hairbrushes are only replicas. Could I ask you please not to touch anything in the room. So, if you'd like to follow me ...

Speaker 2

Hello, and a warm welcome to you all from the travel centre this morning. Not good news today, I'm afraid. The police are reporting traffic jams throughout the city centre this morning due to an accident involving a lorry on Park Street. And the police are advising all motorists to stay at home unless they absolutely have to travel this afternoon. The storms that hit the north of the country last night will have reached us by about lunchtime, so heavy winds and poor driving conditions are expected. If you do have to go out, please take care.

Speaker 3

Good evening, ladies and gentlemen, this is your captain, Bruce Davidson speaking. Welcome aboard flight 604 to Barcelona. We'll be taking off in about five minutes or so, and the flight time this evening is expected to be two hours and thirty-five minutes. Weather conditions are good so, on behalf of the rest of the crew, I'd like to wish you a pleasant and relaxing flight. If you do have any questions or problems, please don't hesitate to ask our cabin crew for assistance. I'll be back a little later on to give you an update on our speed and altitude. Enjoy the flight. Thank you.

Speaker 4

Well, it's high season, you see. The prices you saw in the brochure were for April and May. If you want to go in August, I'm afraid you'll have to pay a bit more. Let me just have a look on the computer anyway, and I'll see if any other companies are offering packages in the same hotel on the same dates. You never know, sometimes you can get a real bargain, even in August. So, let's have a look ...

Speaker 5

So, if you'd just like to sign here, Miss Baker ... Thank you. So, here's the key to your room. It's number 403 – that's on the fourth floor. The elevator's just over there. I'll have the porter bring your bags up immediately. Breakfast is served between 7 and 10 in the dining room, and there's a leaflet with all the room service information in your room. And let me just give you your credit card back ... Here we are. Have a very pleasant stay.

NB: For Listening 3 see tapescript as above but in this order: Speakers 3, 1, 5, 2, 4

Unit 15

Listening 1 & 2

Speaker 1

Well, as you probably know I'm Greek American and I was born in the States – here in Chicago, in fact – and I've never actually been to the island where my parents grew up. Can you believe it? Crazy, isn't it? So, I guess my dream – would you call this an ambition? I'm not really sure – but my dream is to go to Greece for a holiday one day. That would just be fantastic. The problem is I don't speak Greek very well, so I'd probably have to take some classes or something before I went.

Speaker 2

I've got one ambition right now and that's to find a job. I'm sick of being unemployed. I graduated from university six months ago and I still haven't found anything. Must have sent off over a hundred applications. I don't know – you study for so many years thinking that it's all worth it and then no-one wants to offer you a job at the end of it. Still, I'm not going to give up. Something'll turn up eventually, I'm sure.

Speaker 3

Maybe it sounds a bit silly, but the thing I'd like most in the world is to be able to build my own house. You know, buy a little plot of land somewhere and actually design a house with an architect so it's exactly how I'd like it. And be involved in actually building it too. I think it would be really satisfying to live in a house you've planned and built yourself.

Student's Book Tapescripts

Speaker 4

Yeah, well, my whole life at the moment is working on this band I've put together. We write all our own songs and I think we're pretty good. So we've all really got the same ambition. And that's to get a record deal with a record company and produce a CD. I don't know if we'll make it or not. There's loads of bands out there trying to get a record deal, to get noticed, but you've got to have a dream, haven't you? And you never know ...

Speaker 5

I think I spend about thirty hours a week trying to realise my ambition, so it must be important to me, mustn't it? (laughs) I'm into swimming and I desperately want to make it into the national swimming team for the next Olympics. I stand a good chance – I've won a lot of competitions this year and I'm only nineteen, so I've got a few years left before I'm too old. I'd love to swim for my country in the Olympics. It'd be a huge responsibility, and I'd be really nervous, of course, but it would be something I'd remember for the rest of my life.

Soundstation 1

caught / cut

Soundstation 2

short
done
won
born
but
bored

Unit 16

Listening 2 & 3

- Buck:** Hi Adriana, what are you doing?
Adriana: Hi Buck, hi Claire. Oh, I'm thinking of opening a bank account, so I'm looking at these leaflets I got from the bank. You don't know anything about bank accounts, do you?
Buck: Sure. What do you want to know?
Adriana: Well, it says here I can have a cheque book if I want one. I've never had one before and I'm not sure whether it would be useful or not.
Buck: Well, I've got one but I don't use it very much any more, to be honest. If I don't want to pay cash, I usually just use my credit card. You're going to have a credit card, aren't you?
Adriana: Yes, they'll give me one when I open the account, I think. What do you think, Claire. Do you agree with Buck?

Claire: Well, I definitely use my credit card much more than I use my cheque book but I tell you when a cheque book's really useful. If you get a bill, say an electricity bill or a phone bill and you don't want to go into town and wait in a queue to pay it, you can just write them a cheque and send it through the post. That's what I do.

Adriana: That does actually sound quite useful. Maybe I will get a cheque book ... There's something else I'm not sure about. As I'm going to have a credit card, do I also need a cash card? You know I lose things all the time. Maybe it's best if I don't have one.

Buck: Oh, I don't know, Adriana. I think you probably need one. Banks are closed in the evening and at the weekend. What if you need some money? You can't use your credit card for everything. It's so handy being able to go to the cash machine and get some money out whenever you want.

Claire: I think Buck's right, Adriana. If you want to buy a paper or something at the weekend, they won't be very happy if you use your credit card. You have to pay cash for things like that. I'd say get a cash card.

Adriana: Yeah, I guess you're right. I hope I don't lose it, though.

Soundstation 1

You've got the receipt, haven't you? (falling intonation)
You've got the receipt, haven't you? (rising intonation)

Soundstation 2

You haven't got a bank account, have you? (falling intonation)
Dave needs some new trainers, doesn't he? (falling intonation)
They're having it repaired, aren't they? (rising intonation)
You paid the bill, didn't you? (falling intonation)
You can come with me, can't you? (rising intonation)

Photocopiable Tests

Section 1

Reading

1 Look at the sentences about learning English. Read the text and decide if each sentence is correct. If it is correct, write A. If it is incorrect, write B.

- | | |
|---|--|
| 1 Jenny says that learning English is important. | 4 Lorenzo prefers geography lessons to English lessons. |
| 2 Jenny thinks this year will be easy. | 5 Victor wants to do well in English this year. |
| 3 Lorenzo thinks learning English is difficult. | |

.... /10

Back to school!

Yes, school has begun again! Every year you have to go back and face all that hard work again. That's fine when you enjoy a lesson, but it can be a problem if there are subjects you don't like. We spoke to some young students who told us which lessons they were fond of or didn't like.

Jenny, 13, says, 'My favourite subject is English. We all have to learn English in my country because it is very difficult to find a job if you don't know it. I started learning English in a language school when I was seven. In the beginning, the lessons were easy. We learnt words and easy grammar – you know, the present simple and the present continuous. Now I'm in intermediate class and the course we are doing is quite difficult. I am good at English, but I think this year I'll have to work harder.'

Lorenzo, 14, says, 'Of course, my favourite lesson is the break! No, what I mean really is that I don't like a lot of the subjects we do. I'm not very fond of French or English. I think learning foreign languages takes a lot of time and you

have to revise too often. If you don't, it's very easy to forget what you have learnt. Maths is okay – sometimes. I really like PE and my new geography teacher is great – she tells some good jokes – so our lessons are fun this year. I wish all my teachers were like her.'

Victor, 14, says, 'Last year I thought school was boring. I looked at my timetable each day and thought, 'Oh, no!' I did badly in my English exam and my report at the end of the year wasn't very good, so my mum was angry. Anyway, this year I've decided to try harder. My best friend, Nick, who I sit next to in English lessons, says he'll help me with any difficult exercises and that we're going to do lots of revision together.'

Listening

CD Track 2

2 You will hear a teacher talking to his class. For each question, write a word or short phrase in each gap to complete the sentences.

- | | |
|---|---|
| 1 Mr Hill is the new | 4 Students can find the on the school noticeboard. |
| 2 Mr Hill is glad that his students are wearing the correct | 5 The class will have a double lesson after the tomorrow. |
| 3 It is the students' first lesson for the | |

.... /10

Section 2

Vocabulary

- 3 Read the text and decide which answer (a, b or c) best fits each gap.

Welcome to Anglia Summer School. Please follow these instructions carefully:

Please tell the secretary if you (0) a a two- or three-week (1) . She will give you your (2) , which will include the classroom number, names of teachers and hours.

If your next (3) is chemistry, physics or biology, go to the labs (1st floor). Remember, be there on time.

All (4) last 50 minutes. There is a 30 minute (5) for lunch at 1 pm.

Study hard and (6) before each test. After two or three weeks, you will receive a (7) which will inform you about your progress.

If you are (8) of sports, join our sports clubs. Our trainers will (9) you with the equipment and show you ways to improve.

We know you all look (10) to starting classes. Have a nice time!

Your teachers

- | | | |
|-----------------------|------------------------|------------------------|
| 0 a attend | b watch | c want |
| 1 a lesson | b course | c subject |
| 2 a study | b qualification | c timetable |
| 3 a lesson | b subject | c course |
| 4 a lessons | b timetables | c courses |
| 5 a break | b test | c certificate |
| 6 a revise | b repeat | c read |
| 7 a subject | b report | c qualification |
| 8 a good | b fond | c quiet |
| 9 a tell | b inform | c help |
| 10 a important | b forward | c happy |

...../10

- 4 Choose the correct answer.

- 1 At first I was afraid of my computer but now I feel I **have got/took** the hang of it.

- 2 Peter is good **at/on** biology.
 3 Our maths teacher always helps us if we get **stuck/pleased**.
 4 My **ambition/opinion** is to become a doctor.
 5 I'll **take/give** the FCE exam after a year.

...../5

Grammar

- 5 Put the verbs in brackets into the correct form, present simple or present continuous, to complete the sentences.

Dear Annie,

Hi! Thanks for your last email. It was great to hear from you. I am glad you (0) are (be) OK.

School has started at last. It (1) (be) nice to meet friends again. Unfortunately, I've got a busy schedule. Every morning I (2) (wake) up at 6.45 and the school bus (3) (pick) me up at 7.30, so I (4) (rarely have) breakfast at home.

I've got English classes twice a week. Guess what! Our new teacher seems to be really nice and she (5) (not get) angry when we ask her questions again and again.

Speaking of classes, my mum has become a student for only 5 days! She (6) (take) a gardening course this week and she (7) (love) it. It's a pity it finishes on Saturday. My sister's fine. At the moment she (8) (study) maths. My dad is really annoyed because she (9) (always talk) on the phone and we have to wait for hours till she finishes.

How about you? What time (10) (you finish) school every day? Do you have lots of homework? Stay in touch.

Bye for now,

Mary

...../10

6 Complete the text with one word in each gap.

Dear Diary,

I'm starting at my new school today. As you know, I'm fond (1) school and I think I'm going to like my new one. I'm looking (2) to it, but I am a little scared too. I hope I'm able (3) find my classroom! I also hope I make some friends. I'm not very good (4) talking to people I don't know, so I hope everyone is friendly! I also hope the teachers will help me (5) any problems I have. I think they will!

...../5

chemistry and he's quite fond (4) using a microscope. On his last (5) he had excellent marks.

His (6) is to become a famous scientist. His teachers say it's good to have (7) They are sure he will (8) as hard as he can. He wants to go to university in a (9) of years but now he's got to prepare (10) tomorrow's history test.

- | | | | |
|----|------------------|--------------|-------------|
| 0 | a wants | b sees | c looks |
| 1 | a good to | b good in | c good at |
| 2 | a finds | b am finding | c finding |
| 3 | a to | b at | c in |
| 4 | a with | b of | c at |
| 5 | a subject | b report | c course |
| 6 | a qualification | b ambition | c attention |
| 7 | a qualifications | b reports | c dreams |
| 8 | a try | b plan | c hope |
| 9 | a couple | b pair | c two |
| 10 | a on | b with | c for |

...../10

Use of English

7 Read the text and decide which answer (a, b or c) best fits each gap.

John (0) a to be a biologist. He's (1) science subjects and he (2) them very interesting. He loves doing experiments (3)

Writing

8 Put the parts of the letter in the right order.

1 2 3 4 5

- A Thanks for your letter. I'm sorry it's taken me so long to answer but I've been busy.
 B I've got to go now! It's time for my English lesson. Drop me a line when you can.
 C We moved to a new house a few weeks ago and I changed school. At first I was a bit afraid but I made new friends sooner than I expected. The teachers are nice and everything seems to be working out well.
 D Dear Elaine,
 E Lots of love
 Mario

...../10

FINAL SCORE/70

Unit Test 2

Name: _____

Section 1

Reading

1 The people below all want to see a film. Read the six film reviews and decide which would be most suitable for each person. For questions 1-5, write the correct letter (A-F). There is one extra letter which you do not need to use.

- | | |
|---|---|
| 1 Sarah likes stories about ghosts, but nothing frightening. | 4 Jamie enjoys films that have aliens in them, and he likes a story that's easy to understand. |
| 2 Stephen wants to see something weird, but not with ghosts or aliens in it. | 5 Frieda doesn't like ghost stories, but she does like strange characters. |
| 3 Katrina likes laughing at bad films. | |

...../10

A This film isn't bad. The story is quite believable and is certainly worth watching. It's about people from another planet. A man gets a glimpse of a UFO and after that he wants to find the spacecraft.

B This film can only be described as dreadful. It's absolutely disastrous. There's no story and the acting is awful! The camera work is terrible and the music is rubbish. A film to miss!

C From beginning to end, this is a

marvellous production, even if it's a bit scary. The settings are brilliant and the actors are wonderful! It's based on an incident which the police have never been able to explain, even though they investigated it thoroughly. I won't tell you what happens, but I will tell you it's not about aliens or ghosts!

D Do you believe in ghosts? Well this scary film will make you believe! Not the best story but the ghosts are wonderful. I'm sure that's just what a ghost is like. You may prefer sci-fi with aliens, but try

this anyway – you won't be disappointed.

E Only one word to describe this film – bizarre. All the characters are extremely odd and you don't know where the story begins or ends. It's very interesting, although some of the aliens are not very believable. If you want something unusual, this is it.

F There is nothing in this film to be afraid of even though it's called *Story of a Ghost*. It's a fantastic film with one of the best stories you'll ever see. Don't miss it!

Listening

CD Track 3

2 You will hear people talking in five different situations. For each question, choose the correct picture.

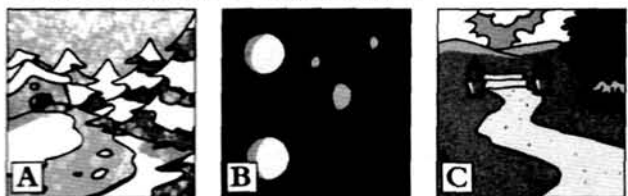
1 What is the baby doing now?



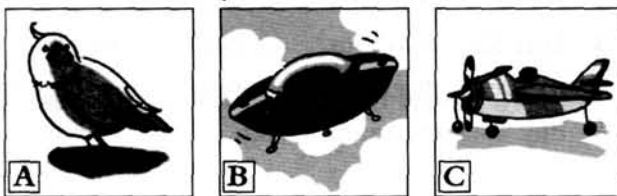
2 What did the woman see?



3 What was the man's dream about?



4 What does the boy see?



5 What kind of books did the woman most enjoy reading?



...../10

Section 2

Vocabulary

3 Match to make phrases.

- | | |
|-------------------|----------------|
| 0 the fire | a time |
| 1 wide | b temperature |
| 2 be far | c awake |
| 3 have a high | d cut |
| 4 in slow | e away |
| 5 take a short | f motion |
| 6 for a long | g trouble |
| 7 be in big | h broke out |
| 8 the incident | i witnessed it |
| 9 a person | j went wrong |
| 10 the experiment | k occurred |

- 0 h 1 2 3 4
 5 6 7 8 9
 10

...../10

4 Circle the odd word out.

- | | | | |
|--------------|------------|-------------|-------------|
| 0 say | explain | <u>gaze</u> | suggest |
| 1 glimpse | glance | watch | reply |
| 2 great | excellent | terrific | terrible |
| 3 horrible | disastrous | dreadful | marvellous |
| 4 it's great | that's odd | it's weird | how bizarre |
| 5 tiny | enormous | huge | very big |

...../5

Grammar

5 Put the verbs in brackets into the correct form, past simple or past continuous, to complete the sentences.

- Anne (1) (read) a book when suddenly she (2) (hear) a weird noise.

She (3) (open) the window but she (4) (not/see) anything unusual. Then a green monster (5) (appear) in the garden. At first she (6) (scream) in horror but then she (7) (realise) that it seemed familiar. She (8) (turn) on the garden light and she (9) (be) surprised. The wind (10) (move) her green dress on the washing line up and down, making her think it was a monster.

...../10

6 Complete each sentence using the word given, so that it means the same as the sentence before it. Use no more than five words.

- 1 Tony loved reading ghost stories in the past but now he simply hates them. **used**
 Tony reading ghost stories but now he simply hates them.
- 2 When he was boy, he watched every TV programme about the world's mysteries. **would**
 When he was a boy, he every TV programme about the world's mysteries.
- 3 I never believed in dreams until one of them came true. **believe**
 I in dreams until one of them came true.
- 4 My little sister always left a biscuit under her bed for the ghost of the house. **to**
 My little sister leave a biscuit under her bed for the ghost of the house.
- 5 The crew landed the plane successfully. **managed**
 The crew the plane successfully.

...../5

Use of English

7 Read the text below and decide which answer (a, b or c) best fits each space.

All the locals had (0) us against camping near the military base but we paid no attention. What could possibly go (1) ?

After a busy day catching fish we got straight into our sleeping bags. My friend was fast (2) , but I was awake as I had a (3) feeling.

(4) a strange noise came from behind the bushes. I stood up (5) with fear and I shouted in a deep (6) , 'Who's there?'

Then I saw a bright object, the size of a tennis ball, which appeared out of (7) It (8) fast towards me when I instinctively lowered my head. Luckily it passed a few centimetres above me. 'That was a narrow (9) ,' I thought. The object vanished and never appeared again. I guess I'll never find out if the army had (10) out an experiment or if I'd seen a real UFO.

- | | | | |
|----------------|--------------|--------------|------------|
| 0 a warned | b stated | c suggested | d glimpsed |
| 1 a well | b wrong | c bad | d fast |
| 2 a tired | b asleep | c awake | d sleepy |
| 3 a tiny | b marvellous | c brilliant | d weird |
| 4 a Suddenly | b Finally | c Thankfully | d Luckily |
| 5 a shaking | b walking | c waiting | d glowing |
| 6 a shape | b voice | c skin | d noise |
| 7 a nowhere | b somewhere | c everywhere | d anywhere |
| 8 a was flying | b flies | c has flown | d will fly |
| 9 a mistake | b take off | c escape | d scratch |
| 10 a carried | b did | c found | d jumped |

...../10

Writing

8 Finish the following short story. Try to use the tenses and vocabulary you learnt in this unit and be as imaginative as you can.

The Unexpected Visitor

The clock struck midnight. I was getting ready to go to bed when I heard a weird noise downstairs.

...../10

FINAL SCORE/70

Section 1

Reading

1 You are going to read an article about working in the legal system. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

- A The worst part of the job, though, is if an innocent person goes to prison.
 B If you don't want to go to prison, then it's very simple – don't break the law!
 C Working in law could be the best thing you ever did.
 D Going to prison is a terrible punishment, though.
 E They also make sure people go to prison if they did commit a crime!
 F She thinks a police officer should firstly show people how not to break the law.

..... /10

You're under arrest!

Have you ever thought about working in an area of law? There are lots of different jobs you could do. You could help arrest someone in the street who has committed a crime or you could help someone be treated fairly in court.

Lawyers help people stay out of prison if they have been arrested for a crime they didn't commit. (1) I asked Diane Fenton, who is a lawyer, about some of the people she has dealt with. 'I have helped bring a lot of different criminals to justice. However, I work with people who have committed serious crimes like robbery, burglary or murder. I'm always very satisfied when a serious criminal is put away because I know I've done my job properly and the dangerous people are off the streets. (2) Luckily, that has only happened once and I was able to get him out of prison very quickly.

Ned Hughes is also a lawyer, but he helps people who have been arrested for less serious crimes. 'I've always believed that a person is innocent until the court says they are guilty. (3) If I can help somebody to avoid that, I'm always a happy man. Yesterday, for example, I got the police to let a young shoplifter off with a warning. He only stole some chocolate!'

I also spoke to a man called Henry Bridge. He is a police officer who believes if you do something illegal, you should pay for it. 'Laws are passed to keep us all safe. If you do something against the law, I'm sorry, but prison is where you'll end up. (4) Why

should somebody who commits a crime be set free? As far as I'm concerned, the law's the law and criminals should be punished.'

Sylvia Kent, who is also a police officer, disagrees with Henry. (5) 'Of course, we have to stop crime, but I think if the police spend time with the people in their area, especially young people, and get to know them, then we will see crime become less of a problem.'

So guys and girls, next time you think about what you'd like to do when you finish school – think law. Let's all get out there and make the world a better place!

Listening

CD Track 4

2 You will hear a conversation between two students about school rules. Decide if each sentence is correct or incorrect. If it is correct, write A. If it is incorrect, write B.

- 1 Penny thinks Jack was smart to use his mobile at school.
 2 Timmy thinks Jack isn't afraid to break the school rules.
 3 Penny says that Jack won't be punished.
 4 Timmy doesn't agree with the school rules about mobiles.
 5 Timmy thinks Mrs Davis will call Jack's parents.

..... /10

Section 2

Vocabulary

- 3 Complete the sentences using the correct words or phrases in the box.

**punishment • illegal • not allowed
arrested for • break the law • commit
against the law • pass a law • under arrest**

- 0 I didn't know that cracking computer programs is
_____ *illegal* _____
- 1 The police said that the suspect is

- 2 If you kill somebody, you
_____ a crime.
- 3 He was _____ driving a
stolen car.
- 4 In the USA, young people are _____
_____ to buy cigarettes or alcohol.
- 5 It's _____ to carry a gun
without a licence.
- 6 The government is going to _____
_____ against smoking in restaurants.
- 7 He told the judge he did not mean to _____
- 8 The _____ for smoking at
school is usually severe.

...../8

- 4 Read the text and decide which answer (a, b or c) best fits each gap.

The police announced that a well-known
(0) a was caught yesterday. The man, wearing a
mask, entered a jeweller's shop, carrying a bomb in a
plastic bag. He told the shopkeeper that the bomb
would go (1) _____ if anyone moved and he
demanded all the money and jewellery. Then he
shouted (2) ' _____ !' and turned (3) _____ the alarm.
When the police arrived, the man had made
(4) _____ with a million pounds in diamonds and
cash. Unfortunately for him, he was arrested in Brazil
the minute he got (5) _____ the plane. He had
stupidly shown another passenger some of the
diamonds before the plane (6) _____ off and she told

the police. Another passenger said, 'I'm sure the
police will not let him off with a(n) (7) _____.'

- | | | | |
|---|-------------|------------|-------------|
| 0 | a criminal | b lawyer | c policeman |
| 1 | a on | b out | c off |
| 2 | a Smuggling | b Burglary | c Robbery |
| 3 | a on | b in | c off |
| 4 | a up | b off | c out |
| 5 | a out | b over | c off |
| 6 | a took | b made | c got |
| 7 | a warning | b opinion | c arrest |

...../7

Grammar

- 5 Choose the correct answer.

- 1 My luggage *was/were* stolen at the airport.
- 2 A large *amount/number* of money was stolen
yesterday.
- 3 The information about the crime *is/are* not very
important.
- 4 He had *few/little* knowledge of what had actually
happened.
- 5 The murderer is tall with dark *hair/hairs*.
- 6 He gave me *a piece of/an* advice.

...../6

- 6 Complete the sentences with *a, an, the*
or - .

- 1 _____ man who burgled ten houses was my next
door neighbour.
- 2 I was listening to _____ radio when I heard
_____ strange sound.
- 3 Scientists believe that in _____ 22nd century
there will be no prisons.
- 4 _____ reporters asked _____ criminal why he
had chosen to rob _____ bank in _____ USA
instead of one in his country, _____ Mexico.

...../9

Use of English

7 Complete the text with one word in each gap.

Last night I watched (1) new TV programme. At first I was going to turn (2) the TV, but the programme turned out to be quite interesting. It (3) about a very famous crime, the Great Train Robbery, which took place in England (4) 1963. A 15-member gang of criminals collected a (5) of information about the train and all (6) money it carried from Glasgow to London. They managed to (7) off with £2.6 million. Police caught 13 of (8) men and arrested them. In court, the judge refused to (9) them off easily and sent them to prison (10) many years.

...../10

D **On the one hand**, we know that young people are not old enough to be responsible for all their actions.

3rd paragraph: 5 6 7 8

E **Lastly**, in real life adults are punished if they commit a crime and young people will soon become adults.

F **On the other hand**, they should learn that everybody should follow the rules.

G **In addition**, breaking a rule can be a serious crime.

H **For example**, somebody who drives a car without a licence can cause an accident or may injure passers-by.

4th paragraph: 9 10

I **In my opinion**, young people should be given a second chance to make it up.

J **However**, if what they did is serious they should be punished severely.

...../10

Writing

8 Put the sentences in paragraphs 2, 3 and 4 in the correct order. The words in bold will help you.

Should young people always be punished when they break a rule?

1st paragraph:

Following rules is part of a young person's education. However, they often break them, sometimes causing serious problems to other people or doing something illegal.

Is punishment always the solution?

2nd paragraph: 1 2 3 4

A **Moreover**, they cannot understand how important these rules are.

B **Because of this**, they cannot make important decisions for their life before the age of 18.

C **Finally**, sometimes they don't even know they are doing something wrong.

FINAL SCORE/70

Section 1

Reading

1 Read the questions and the story below. For each question, choose the correct answer A, B, C or D.

- What has Ted accepted?
 - He won't be in Hollywood films again.
 - It will take a long time to become famous.
 - He won't become famous.
 - He'll only win small awards.
- In films, Ted
 - starred with very big names.
 - became rich and successful.
 - earned millions of dollars.
 - was one of the big names.
- Ted realised that being famous is not always good because
 - it's difficult to have a private life.
 - you can't find comfortable places.
 - it's difficult to make real friends.
 - buying nice clothes is expensive.
- Ted believes that being a popular celebrity means you have to
 - appear in the media all the time.
 - be a better actor than other stars.
 - tell lies to the media all the time.
 - read lots of newspapers every day.
- Which of these might Ted say?
 - If I'm in another film, I might become a star.
 - My family is more important than fame.
 - Perhaps I can be famous in the theatre.
 - When I make millions, I'll have a good life.

...../10

Ted McCarthy – Nearly famous

Ted McCarthy has always wanted to be famous and he has been trying to become a well-known actor for a long time now. He has been working as an actor for more than ten years, but now he finally accepts that he's not going to be a star or win any big awards.

Ted has been in a few Hollywood films – never as the star, of course. He has been in films with the big names like John Travolta, Bruce Willis, Julia Roberts and Angelina Jolie. They are all rich and successful, but Ted isn't. It's not that he doesn't have a good life. He's got children, a lovely wife and

a small but comfortable house. He earns a good living, just not millions as he had once hoped.

He has, however, realised that his life is better than those who have become stars. For one thing, he doesn't have to worry about being in the public eye. After all, it can be rather uncomfortable for celebrities when they lose their private life. Celebrities always have to worry about what they look like and never have a quiet moment with their family or friends.

Ted also realised that it's not easy

maintaining your popularity. It takes more than just hard work to be more popular than other actors. He decided that he didn't want stories about everything he did in the media every day, and that he would never be ready to read lies about himself in the papers just to be famous. When Ted finally accepted not being famous, he started to enjoy it. He started to really appreciate the life he has.

He is going to take his family on a camping trip at the weekend without worrying at all about his next job. He just wants to relax under the stars with his family and enjoy their company.

Listening

CD Track 5

2 You will hear a woman talking about her favourite star. For each question, write a word or short phrase in each gap to complete the sentences.

- Goldi was born in
- The film *Look Out Everybody* was very
- Goldi has three
- In the late 1990s she was for a while.
- Now she is a TV

...../10

Section 2

Vocabulary

3 Rearrange the letters to find words about famous people.

- 1 lecebtiries
- 2 weretivn
- 3 storlujjn
- 4 ademi
- 5 srats

...../5

4 Complete the sentences using the correct words and phrases in the box.

get on really well • came • includes
specialises • end • contact • like • have
produce • either way • runs

- 0 Some people are good at singing and some others at acting. Either way, one can become a star.
- 1 This record company in pop music.
- 2 I want to be famous but I don't want to up having no private life.
- 3 Is it true that famous actors usually arguments with the directors?
- 4 Steven Spielberg is planning to a new film.
- 5 My uncle a small record company.
- 6 The truth is that Robbie Williams and Nicole Kidman Actually, they've become good friends.
- 7 Mr Bean's latest film out last week.
- 8 The cast many young actors.
- 9 What's it being a star?
- 10 If you want to Leonardo DiCaprio, send a letter to his fan club.

...../10

Grammar

5 Choose the correct answer.

- 0 He's been performing since/for he was 10.
- 1 'Where's Jim?' 'He's gone/been to the cinema.'
- 2 I've read/been reading this novel many times.
- 3 He's been writing/written his autobiography for 2 years and hasn't finished it yet!
- 4 I've already/yet seen this film.
- 5 The programme hasn't finished already/yet.
- 6 Omar Sharif hasn't starred in a film for/since 15 years.
- 7 He's worked/been working for the media for 20 years.
- 8 Have you ever met/been meeting a celebrity?
- 9 I already/still haven't understood who killed the hero.
- 10 She's been listening/listened to music in her room all day long.

...../10

6 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 0 Everybody in the class is younger than Justin. **the**
Justin is the oldest student in the class.
- 1 Mary is taller than Donna. **as**
Donna is not Mary.
- 2 His latest movie is not as good as the previous one. **than**
His latest movie the previous one.
- 3 There's no singer like her. She is number one in the world. **best**
She is in the world.
- 4 A cinema ticket is usually cheaper than a concert ticket. **more**
A concert ticket is usually a cinema ticket.
- 5 Happiness is more important than money. **less**
Money is happiness.

...../5

Use of English

- 7 Complete the sentences with the correct form of the words in brackets.

Do's and don'ts famous

for those who want to be famous

☞ Don't be (0) impatient (patient).
All celebrities worked (1) hard than you can imagine to become successful.

☞ Don't be (2) dishonest (honest) about your career so far. No-one is going to believe you sang on stage with Madonna and Michael Jackson. If you lie, you'll only end up (3) unemployed (employed).

☞ Do find out more about yourself. Find out what you can really do (4) less than the others, eg dance or sing. If you are (5) uncertain (certain) about your ability to do something, try it.

☞ Do work (6) less (much) on your weak points and spend (7) more (little) time day-dreaming.

☞ Do prepare yourself for the interviews. The last thing you want is to feel (8) uncomfortable (comfortable) with some unexpected questions.

☞ Don't look (9) untidy (tidy), especially during an interview.

☞ Good luck! For (10) more (far) information, you can call our support line on 000443212345.

..... / 10

Writing

- 8 A friend of yours has written to you asking for help with a school project. Read the extract from your friend's letter and the notes you've made. Write the second paragraph to finish your letter.

I love the songs. Can you tell me more about her?

Her name is Shakira.

How long has she been singing?

Since she was a child

What makes her so popular?

Voice, dance, video

Have you ever been to one of her concerts?

No, she may visit our area next year.

Dear Georgia,

Thanks for your letter. I'm glad you liked the CD. Let me answer your questions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Anyway, if you've got more questions, don't hesitate to ask. Drop me a line and let me know if the project was successful.

All the best,

.....

..... / 10

FINAL SCORE / 70

Unit Test 5

Name: _____

Section 1

Reading

1 Look at the sentences about space holidays. Read the text and decide if each sentence is correct. If it is correct, write A. If it is incorrect, write B.

- | | |
|--|--|
| 1 Most people will soon be able to go on a space holiday. | 4 Space hotels will definitely offer us holidays in the future. |
| 2 If you are rich, you can go on a space holiday tomorrow. | 5 The writer will have a holiday nearer to home. |
| 3 People who have been in space thought the Earth looked wonderful. | |

...../10

Space holiday

Are you thinking of going on holiday in space? Well, you may not be able to go to the Moon, but you could consider a space tour! This kind of 'holiday' allows people to stay in space in a space station. Of course, it's very expensive and you'd have to be a billionaire to afford it!

First of all, it costs 30 million dollars! Secondly, there's a pretty long waiting list – there are no free places for some years. Finally, you have to be very fit and healthy

and do a lot of training to prepare yourself before you can go on this kind of holiday.

So, why do people want to travel in space? Well, the answer seems to be the excitement and the fun of seeing Earth from above. Astronauts have described the view of Earth from space as absolutely breathtaking. Also, if you have enough money to go on this kind of holiday, imagine the stories you'll be able to tell your friends.

If you're feeling a bit down about not being able to be a space tourist, there is some hope

for you in the future. Some people are now looking into the idea of space hotels. Some Japanese designs look very exciting. If they are built, they will offer all the things you expect in a hotel. It will be interesting to see what they will be like.

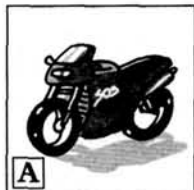
For now, you will have to forget space holidays unless you are very rich. I don't know about you, but I'm going to visit a nice beach and relax in the sun. Maybe if I stay late, I can imagine I'm on the Moon as well!

Listening

CD Track 6

2 You will hear people talking in five different situations. For each question, choose the correct picture.

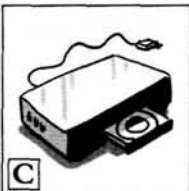
1 What is the woman talking about?



4 What will the girl's project be about?



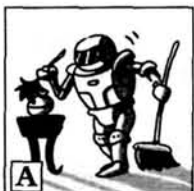
2 What hasn't the boy got in his bedroom?



5 What's the boy reading about?



3 What does the man think we will have in the future?



...../10

Section 2

Vocabulary

- 3 Complete the text with the correct words in the box.

responsible • simple • to • for
prevent • likely • prepare

Can Man live on planet Mars?

Many people believe that Man should move to Mars, but it's not as (0) simple as it sounds. There are many questions that need an answer. Do we have the technology (1) _____ build such a fast spaceship? Are astronauts ready (2) _____ this voyage? If not, how can they (3) _____ for this mission? How can we (4) _____ accidents from happening? Is it (5) _____ that there are different forms of life? What should we do then? Who will be (6) _____ if anything goes wrong?

...../6

- 4 Choose the correct word or phrase.

- The mission will involve **repairing/repair** the satellite.
- A new planet was **discovered/invented** a month ago.
- Our washing **equipment/machine** has broken down and we need a new one.
- NASA is going to carry out a(n) **research/investigation** into why the space shuttle Columbia exploded.
- The computer industry has **developed/discovered** extremely quickly since the 1950s.
- Scientists are trying to **invent/calculate** how many stars the galaxy has.
- Our car **machine/engine** needs repairing.
- There are fears that the spaceships will **sail/collide** if they don't change course.
- We should **make/take** action before the meteor hits the Earth.

...../9

Grammar

- 5 Complete the sentences using **will/shall** or **going to**.

- Be careful. Your science book is going to fall.
- I _____ study hard to become a scientist.
- _____ I book tickets for the Space Theme Park?
- Many people fear that a meteor _____ destroy our planet but scientists have no evidence.
- Look at the clouds. It _____ rain.
- I _____ help you with the DVD player.
- I _____ stay in bed all day doing nothing. I intend to do other things.
- _____ you show me the way to the Space Museum?
- Which one shall I buy? Well, I _____ have the telescope.

...../8

- 6 Choose the correct answer.

- I can't see you tonight. I **am visiting/visit** my aunt.
- Hurry up! The train **departs/is departing** at 8 o'clock.
- I will call you when I **arrive/am arriving**.
- I **am staying/stay** at Mary's house so if you need something, call me.
- The match **starts/is starting** at 5.30.
- Hi Mum! I **come/am coming** tomorrow by plane.
- If a huge planet **hits/is hitting** the Earth, life will become extinct.
- Ladies and gentlemen, the spaceship to Mars **is taking/takes** off every Tuesday at 8.

...../7

Use of English

7 Complete the text with one word in each gap.

Ladies and gentlemen, we (0) are landing on the planet Venus in a few minutes, so please fasten your seatbelts. We're sure you're (1) going to have a great time on the planet! Here (2) is some useful information for you.

↓ When we land, if you want to visit the museum, please go to gate A.

(3) When you hear three beeps, you can board our flying taxis, which

(4) will take you there in a few minutes.

↓ If you want to go shopping, please go to gate B immediately. The shuttle

(5) leaves in five minutes, so I'm afraid you (6) must have to hurry!

↓ Please remember you are responsible (7) for your luggage.

↓ The police (8) will probably check your passport and visa, so please have them ready when you (9) get off the spaceship.

Thank you (10) for flying with Venus Spaceflights!

..... /10

Writing

8 You have seen this advertisement and would like further information. Carefully read the advertisement and the notes you have made. Write the second paragraph of your letter.

Space Theme Park

- The best virtual visits of meteors, planets and comets
- Experience of a lifetime
- Special prices for groups and families
- Don't miss the:
 - Astronaut Museum
 - Space Restaurant
 - Guided tours

How much for 2 adults + 2 kids?

What kind of food served?

Only in English? How often?

Price included in the ticket?

Dear Sir/Madam,

I am writing with regard to your advertisement about a visit to the Space Theme Park. Before visiting it, I would like some more information.

I look forward to hearing from you.

Yours faithfully,

..... /10

FINAL SCORE /10

Term Test 1

Name: _____

Section 1

Reading

1 Look at the text in each question. What does it say? Choose A, B or C.

1 **ENGLISH CLASS**
Please give your homework to Mrs Jones by 3.30 today because Mr Fields is ill.

- A You can give your homework to Mr Fields tomorrow.
B 3.30 is the latest you should hand in your homework.
C Mrs Jones is taking the homework at 3.30.

2 Shall we see that scary film? – Frank says it's marvellous but Jane says it's dreadful. Should be interesting!

- A Let's go to the film with Frank and Jane.
B Let's see a frightening film.
C What films are on at the cinema?

3 **SECURITY CAMERAS IN OPERATION IN THIS SHOP. SHOPLIFTERS WILL BE ARRESTED!**

- A People who steal will be punished.
B Don't steal the security cameras.
C Prison solves the problem of shoplifting.

4 *Celebrities* explain difficulties of being successful.

- The article will talk about
A the advantages of success.
B how famous people aren't always successful.
C why life can be hard for famous people.

5 **Electrical equipment at reasonable prices. Batteries included for all calculators.**

- A If you buy something electrical, it will cost a lot and have a battery.
B The reason electrical equipment is expensive is because you get batteries with it.
C Electrical items are being sold cheaply and you don't pay for calculator batteries.

..... /10

Listening

CD Track 7

2 You will hear a teacher talking to her class about their projects. For each question, write a word or short phrase in each gap to complete the sentences.

- 1 Daisy's project is about her
2 The teacher likes Daisy's drawing of Madonna with
3 Daniel's project has ideas on how to protect the Earth from

- 4 Daniel's drawn a picture of a(n) landing.
5 Carmen's project is about

..... /10

Section 2

Grammar

3 Choose the correct answer. There is an example at the beginning (0).

- 0 The plane **takes off/is taking off** at 6 every Saturday.
- 1 Mary **was walking/walked** in the forest when suddenly she heard a weird noise.
- 2 My brother **used to collect/collects** photos of pop stars but now he doesn't any more.
- 3 I **am believing/believe** you are right.
- 4 Have you ever **been/gone** to Africa?
- 5 She is not as **friendly/friendlier** as her sister.
- 6 We **are coming/come** on Monday.
- 7 Where can I get **an/some** information?
- 8 She's the **best/better** actress I've ever seen.
- 9 Last year we visited **-/the** United States.

..... /9

4 Complete the sentences with the correct form of the verb in brackets. There is an example at the beginning (0).

- 0 They **have been living** (live) in London for six years now.
- 1 He **works** (work) as a director for 20 years so he's experienced.
- 2 I **will go** (go) to the cinema with Helen tomorrow but I can see you today.
- 3 She **wants** (want) to become an actress.
- 4 The burglar **plans** (plan) to break the window with a stone when the policeman saw him.
- 5 The government **passed** (pass) this law two years ago.
- 6 I **haven't seen** (not see) Ben for ages.

..... /6

Vocabulary

5 Match the words with their definitions. There is an example at the beginning (0).

- | | |
|--------------|---|
| 0 burglar | a a person who is well known |
| 1 celebrity | b the newspapers, the radio and television |
| 2 journalist | c a series of lessons |
| 3 media | d the act of stealing |
| 4 course | e the objects we use to do a job, eg a computer |
| 5 equipment | f a person who works for a newspaper |
| 6 theft | g a person who steals objects from houses |

0 g 1 ____ 2 ____ 3 ____ 4 ____

5 ____ 6 ____

..... /6

6 Complete the sentences using the correct word in the box. There is an example at the beginning (0).

**invented • trouble • investigation
escape • revision • arrested • prevented
subjects • broke • interview**

- 0 Scientists **invented** a new kind of fuel last year.
- 1 Despite the **trouble** the police did not find the murderer.
- 2 George broke his mother's favourite vase. He is going to be in big **trouble**.
- 3 The car stopped only a few centimetres in front of him. That was a narrow **escape**.
- 4 His quick call to the police **prevented** the robbers from escaping.
- 5 He was **arrested** for shoplifting.
- 6 The test is on Monday, so it's time for **revision**.
- 7 He **wasn't interviewed** the law and now he's in prison.
- 8 Have you read Al Pacino's latest **investigation** ?
- 9 My favourite **subjects** are English and French.

7 Read the text and decide which answer (a, b or c) best fits each space. There is an example at the beginning (0).

0	a of	b to	c at
1	a walked	b arrived	c came
2	a was	b used to	c would
3	a many	b a lot of	c how much
4	a illegal	b dislegal	c mislegal
5	a worked	b had	c committed
6	a at	b in	c on
7	a with	b in	c for
8	a much	b a lot	c a few
9	a awake	b asleep	c ready
10	a shaking	b sleeping	c eating

.... /10

8 Write a short story with the title *A day I'll never forget.*

[illegible]

.... /10

FINAL SCORE/70

Section 1

Reading

1 You are going to read an article about being a shop assistant. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

- | | |
|--|--|
| <p>A They speak really quietly and never look you in the eyes.</p> <p>B Their face goes red and I get quite scared waiting for the 'bang' when they explode.</p> <p>C These people are arrogant and seriously believe they are more important than our other customers.</p> | <p>D This person is always pleased to see you when they come shopping.</p> <p>E Luckily, I like all the people who come into our supermarket.</p> <p>F These are great people to run into because they always believe in saying 'please' and 'thank you'.</p> |
|--|--|

...../10

All kinds of people

When you work in a supermarket you meet all kinds of people. Now you may think I'm gossiping, but, let me tell you, in my years of doing this job, I have found that a lot of people fit into some categories I invented.

The first category is Mr or Mrs Happy.
(1) They always seem to be having a nice time. I think it's because they are kind people and helping others makes them feel good about themselves. This is the kind of person I really respect and I'll always smile and help them with their shopping.

The next category is Mr or Mrs Annoyed. They come into the supermarket looking

angry and if they are unlucky enough to have a real problem with something they are buying, well, then they become furious.
(2) I try to stay away from them when they're in the shop.

After that there's Mr or Mrs Nervous. You'll recognise this person by their little voice.
(3) They always take a long time to shop because they are too shy to ask for help when they can't find something. It's sad that they have so little confidence, but they are always polite and I always help them as much as possible if I see them looking confused.

Then there's Mr or Mrs Bully. This is the kind of person I dislike the most.
(4) They make a fuss about everything and demand to be served first. After all that, they are surprised if you don't run around after them.

Finally there's Mr and Mrs Respect.
(5) And they never make fun of us if we make a mistake with their shopping.

Next time you go shopping remember my categories. I'm sure you don't want to be in one of the bad ones!

Listening CD Track 8

2 You will hear a man called Graham talking on a radio show about somebody in his life who is very important. For each question, choose the correct answer (A, B or C).

- | | |
|--|---|
| <p>1 Graham thinks he was</p> <p>A unhappy because his grandmother lived with them.</p> <p>B not an easy child to live with.</p> <p>C not different when he was younger.</p> <p>2 How did Graham feel about his father?</p> <p>A He didn't care about him.</p> <p>B He hated being teased by him.</p> <p>C He thought he was too strict.</p> <p>3 Graham used books</p> <p>A as a way to hide and forget.</p> | <p>B to help his depression.</p> <p>C to change his life.</p> <p>4 When Mr Patterson arrived at the school,</p> <p>A Graham didn't take part in his lessons.</p> <p>B Graham asked to speak to him.</p> <p>C he became a popular teacher.</p> <p>5 Graham worked on a project and</p> <p>A changed the children working with him.</p> <p>B forgot about not being confident.</p> <p>C visited the River Thames.</p> |
|--|---|

Section 2

Vocabulary

3 Complete the sentences using the correct word in the box.

kind • secure • selfish • arrogant
ridiculous • trust • gossip • show off
respect • jealous

- 0 We're really lucky because our teacher is a very kind person.
- 1 Mary felt she could _____ her best friend so she told Angie her secret.
- 2 Bill drove his dad's expensive car trying to _____
- 3 It's not fair to _____ about Bob. He isn't here.
- 4 The kitten felt _____ in the arms of the girl.
- 5 George is so _____, he doesn't care about anybody else.
- 6 She's so _____ that she doesn't even say hello to any of her classmates.
- 7 Don't be _____. Sit down and behave yourself.
- 8 The students _____ Mrs Brown because she's an excellent French teacher.
- 9 Barbara was so _____ of my schoolbag that the next day she bought one.

...../9

4 Match the words with their definitions.

- | | |
|----------------|--|
| 0 hard-working | a a person who behaves in a bad way |
| 1 rude | b a person who makes friends easily |
| 2 popular | c a person who doesn't speak or laugh a lot in front of people |
| 3 sociable | d he/she has no friends |
| 4 bright | e he/she's intelligent |
| 5 shy | f a person everybody likes or admires |
| 6 lonely | g a person who works hard |

0 g 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

...../6

Grammar

5 Choose the correct answer.

- 0 You don't have to / must apologise, it's not your fault.
- 1 Of course he can / may ran fast. He is the school champion.
- 2 You should / will try harder if you want to pass your exams.
- 3 I wish I could / can fly.
- 4 You can't / must be serious. This car is too old to cross the Sahara Desert.
- 5 He'll be able to / can surf the internet easily after a few lessons.
- 6 Have a beach party in the middle of winter? You must / can't be joking.
- 7 She ought / should to try entering the competition. She's such a good painter.

...../7

6 Complete the sentences using **must**, **might**, **can't**, **may**, **have to**, **don't have to**, **ought** and **could**.

- 0 I _____ must visit her in the hospital. I feel it's the right thing to do.
- 1 She _____ be right because everyone agrees.
- 2 She _____ pass her exams if she tries very hard. She's a weak student.
- 3 He wishes he _____ fly a plane but he's too old for that.
- 4 It _____ be Jenny. She went on holiday to Canada a few days ago.
- 5 I'm sorry I _____ go or I'll miss the bus.
- 6 You _____ clean the whiteboard. I do it after every lesson anyway.
- 7 You _____ to be more polite when you answer the phone.
- 8 She _____ agree to lend us her car if we promise we'll be careful. Come on! We've got nothing to lose.

...../8

Use of English

7 Read the text and decide which answer (a, b or c) best fits each gap.

Problems?

Do your classmates (0) fun of you because of your mistakes? Don't worry! Everybody (1) mistakes. You (2) be the only person in the world.

Don't let that make you feel (3) You (4) have confidence. Make (5) to relax. (6) a good time doing things you enjoy. (7) care of yourself and don't pay attention to what the others (8) believe. Soon they (9) find out they were wrong and they'll probably (10) their best to be friends again.

- | | | | |
|----|-------------|-----------|-------------|
| 0 | a make | b had | c done |
| 1 | a takes | b does | c makes |
| 2 | a must | b can't | c may |
| 3 | a depressed | b excited | c surprised |
| 4 | a should | b could | c might |
| 5 | a a dream | b a fuss | c an effort |
| 6 | a Do | b Have | c Make |
| 7 | a Take | b Make | c Have |
| 8 | a have to | b must | c may |
| 9 | a may | b might | c will |
| 10 | a have | b take | c do |

...../10

Writing

8 You work for a youth club called 15 to 20. Your manager has asked you to interview members of the club and find out what they think about what the club offers. You've finished the report but there are some parts missing. Put the following headings in the correct gap.

- A Conclusion
- B Subject: Report on members' thoughts
- C Facilities
- D Introduction
- E Activities

To: Ms L. Evans

From:

1

2

This is a report on the interviews with members of our club. They were asked about the facilities and if they are happy with the activities.

3

All the members of the club stated that they are quite happy with the buildings but the sports facilities, especially the tennis court, need proper maintenance.

4

Most members found them interesting. However, younger members (15-17) would like to 'see more action' and more cultural activities.

5

On the whole, our club satisfies its members. I would recommend, however, a wider variety of activities that will cater for all ages and the construction of a new tennis court.

...../10

FINAL SCORE/70

Unit Test 7

Name: _____

Section 1

Reading

1 Look at the text in each question. What does it say? Choose A, B or C.

1

NATURAL HISTORY MUSEUM

Please avoid loud conversations. No photographs may be taken. Food may be eaten in dining area only.

- A You mustn't speak, take photos or eat in the Museum.
B In some areas you can use a camera, eat and speak loudly.
C You shouldn't speak loudly, take photos or eat outside the dining area.

2

Found tickets for the opera. Starts 8.30. Pick you up at 7-7.30?

- A Let's leave for the opera before 7.
B Let's leave at 7.30 to buy tickets.
C I have the tickets. Let's leave after 7.

3

Entertainment-4-all.com

Chose ballet performance wanted, choose date wanted. When prices are shown, key in price of tickets and credit card number. Print a copy of your details to show when you go to theatre (no tickets needed).

- A Give details for payment before deciding when you want to see ballet.
B Select ballet performance and date, then pay.
C Don't buy tickets until you arrive at the theatre.

4

Horatio's Disco - Restaurant

- Fri 27th - Super disco night
- Price including meal £25
- Separate meal £15 and disco entrance £15 - Open 7-12 pm
- To enter disco you must be over 21

- A If you are older than 21, you can eat and dance for £25.
B If you are less than 21, you can't eat or drink.
C Young people have to have a meal between 7 and 12 pm.

5

A computer club's just been set up in village hall. I might go if you're interested. Ring me.

- A Phone to say if you'd like to try a new computer club.
B Turn up at the village hall if you want to meet me.
C I'm definitely going to new computer club. Are you coming?

...../10

Listening

CD Track 9

2 You will hear five different people talking about taking part in a talent contest. For questions 1-5, choose from the list (A-F) a description which matches their talent. Use the letters only once. There is one extra letter which you do not need to use.

Speaker 1 _____

Speaker 4 _____

A circus performer

D magician

Speaker 2 _____

Speaker 5 _____

B dancer

E actor

Speaker 3 _____

C comedian

F singer

...../10

Section 2

Vocabulary

3 Match to make phrases.

- | | |
|------------------|--|
| 0 do up | a somebody from the airport |
| 1 pick up | b an imaginary story |
| 2 set up | c for a few days at my house |
| 3 take up | d a club |
| 4 make up | e at the party |
| 5 put someone up | f smoking and drinking |
| 6 turn up | g a hobby |
| 7 give up | h an old place and turn it into a better one |

0 h 1 2 3 4
 5 6 7

/7

4 Fill in the missing words. The first letter of each word or phrase is given.

Watching TV again?

Feeling bored on a Saturday evening? If you keep changing (0) c h a n n e l s, playing with the (1) r c and there's nothing interesting to watch, why don't you try going to the cinema? Most newspapers and magazines have (2) r that will inform you about the best films. If you aren't a cinema-goer, there are still other choices. There are usually many pop and rock (3) c with your favourite singers and groups you can go to. For those of you who prefer classical dance, there are (4) b performances. If you find all these boring, you can go on a roller-coaster at the local (5) f . Finally, if you like culture, the local (6) m hosts some amazing prehistoric exhibits. Fans of Picasso shouldn't miss his world famous paintings at the national (7) g . Whatever you do, don't forget to taste exotic food at the new Chinese (8) r , opposite the post office.

Have a nice time.

/8

Grammar

5 Choose the correct answer.

- You shouldn't have/couldn't have missed this performance. It was unique.
- It must/can't have been midnight when we returned home last night because the clock struck 12.
- It was a silly thing to do. I should/couldn't have asked for advice before trying it.
- You can't/would have seen Madonna performing in town yesterday. She was at the Oscar Awards ceremony.
- I could/should have bought a ticket for the Champions League final if I'd wanted to but I'm not a football fan.
- I may/would have met her before at a party but I am not sure.
- We must/would have been talking for hours. When we stopped, there was no one left in the restaurant apart from the waiters.

/6

6 Complete the sentences using the correct form of the verb (-ing or full infinitive).

- Don't forget to buy (buy) some wine.
- On the way to the funfair, we stopped to buy (buy) a bottle of water.
- I don't feel like going (go) to the cinema. I'd rather stay at home.
- This new actress is very good at acting (act) in comedies.
- Please remember to book (book) two seats for tonight.
- Unfortunately, I won't be able to come (come) to the party.
- He's decided to become (become) a pop star so he's started music lessons.
- I look forward to visiting (visit) the British Museum.
- She can't stand watching (watch) soap operas.
- He suggested going (go) out for an ice cream but it was already late.

/9

Writing

8 You recently acted in a school play. Your teacher has asked you to write a paragraph for the school magazine about the performance. Write about what you did, how you felt and if it was a success.

If you thought that going to school is not fun, a new film called *Don't Shoot the Teacher* will help you (0) a your mind. The comedy is (1) by S. Spielberg, who said, 'I know I (2) have done it earlier but I was very busy. With this film I intend (3) to tell people that school can be good fun.'

The film is (4) set in England in the late 90s. The (5) story revolves around a group of students who decide (6) to join an art class. The new teacher appears (7) to be rather unusual but motivates his students. The (8) children loved it and they highly recommend it if you enjoy (9) such comedies. Don't forget (10) to see early.

- | | | | |
|----|-------------------|-------------------|-----------------------|
| 0 | a change | b decide | c turn |
| 1 | a made | b directed | c invented |
| 2 | a should | b must | c may |
| 3 | a showing | b to show | c shown |
| 4 | a played | b set | c turned |
| 5 | a plot | b plan | c scheme |
| 6 | a to join | b joining | c have joined |
| 7 | a being | b to be | c to have been |
| 8 | a critics | b reviews | c journalists |
| 9 | a watching | b watch | c to watch |
| 10 | a booking | b book | c to book |

.... /10

.... /10

FINAL SCORE/70

Section 1

Reading

1 Read the questions and the text. For each question, choose the correct answer (A, B, C or D).

- According to the article, a lot of people
 - want to work as agony aunts for magazines.
 - need agony aunts to solve their problems.
 - enjoy reading problem pages in magazines.
 - think being an agony aunt is a difficult job.
- Dr Peggy doesn't
 - deal with serious problems.
 - help anybody who isn't unhappy.
 - help people who are ill.
 - deal with all kinds of illness.
- Dr Peggy says that giving advice is
 - sometimes difficult.
 - always difficult.
 - always very easy.
 - the same as giving medicine.
- Dr Peggy often tries to make people
 - solve their own problems.
 - feel more confident.
 - think about other problems.
 - move to different places.
- Dr Peggy feels happy that
 - she has helped sad people.
 - her job is so difficult.
 - she is never worried.
 - some problems are difficult.

...../10

Being an Agony Aunt

You can find Agony Aunts in lots of magazines and even in some newspapers. Some people write to them for advice and many people find their problem pages interesting to read. I wondered how difficult it was for the people who answer these problems so I decided to ask 'agony aunt' Dr Peggy Russell. Dr Peggy, as she is usually called, is well-known for her appearances on TV, as she had her own show last year, and for her problem page in *World Chronicle*. This is what she had to say:

Dr Peggy: I'm a doctor, not a GP, but a psychiatrist – a doctor who helps to keep the mind happy, let's say, and I spend most of my day helping people who have personal problems. I deal mostly with people who don't have serious illnesses – they are not

physically ill, but almost all my patients are very unhappy and that is a kind of sickness.

Let me say first of all, I don't solve people's problems. No, I only give advice – and medicine – if it's necessary. Now, you asked if giving this help is difficult. The truth is, every problem is different, as is every person who comes to speak to me. This means there is no real answer to that question. Sometimes a solution comes easily but not always. I think I have most experience in matters of the heart – you know, problems with relationships, and I believe in a lot of cases I can help quite easily. Often it is not just a case of making that person understand that the relationship can't work, but also making that person realise they are an important human being,

somebody who matters. So I give a lot of advice which will help them gain confidence and be able to put the problem behind them and move on.

Unfortunately, I do come across problems which are more difficult or make me worry about the person. These include people who are in dangerous relationships. This kind of problem can almost break your heart, but luckily there are a lot of organisations out there which are especially for solving particular problems like this. I'm glad to say over the years I have had a lot of happy endings to what were very sad cases.

Maybe my job has its difficulties, but it's wonderful to feel I'm helping people in need.

Listening CD Track 10

2 You will hear a conversation between a girl and her father about a problem. Decide if each sentence is correct or incorrect. If it is correct, write A. If it is incorrect, write B.

- Carol needs some advice about her sister.
- At first, Megan spent her breaks with Carol.
- Carol's dad suggests that Carol didn't really like Trudy.
- Carol admits she was just pretending to be nice.
- Carol's dad advises Carol to discuss the problem with Megan.

...../10

Section 2

Vocabulary

3 Match the words with their definitions.

- | | |
|----------------|--|
| 1 get engaged | a the woman you're planning to marry |
| 2 get married | b you are no longer with your boyfriend/girlfriend |
| 3 split up | c you become husband or wife |
| 4 get divorced | d you are no longer with your husband/wife |
| 5 fiancée | e somebody who gives advice |
| 6 agony aunt | f you are planning to get married |

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

...../6

4 Write one word in each gap to complete the text.

Difficult situations often (0) arise for young people like Joanna. She fell (1) in love with her best friend's brother. She couldn't (2) stop thinking about him but she was too shy to talk to him. On top of that, she worried that if her friend found (3) out, this would affect their (4) relationship and they might not be friends anymore. Of course, she didn't want to hurt her friend but she couldn't stand back and do (5) nothing. She could not find a (6) solution to her problem so she decided to write to an agony aunt and ask for (7) advice. Perhaps she could come (8) face to face with (9) her good idea.

...../9

- 4 Life is difficult if someone (have) no friends.
- 5 If I (be) you, I'd ask for advice.
- 6 I'm sure they (understand) if you explain.
- 7 If Mary works hard, she (succeed).

...../7

6 Choose the correct answer.

- 1 **When/Until** I grow up, I want to be a pilot.
- 2 He'll phone you **as soon as/while** he finishes.
- 3 **After/While** she realised he didn't love her, she moved away.
- 4 Do you think I should wait **while/until** she has talked to her parents?
- 5 If I **will fail/fail** my exam, my parents will be angry.
- 6 If I were you, I **will/would** forget him.
- 7 If you **were/are** unhappy, it's difficult to laugh.
- 8 As soon as she told him, he **will solve/solved** the problem.

...../8

Grammar

5 Complete the sentences using the correct conditional form.

- 0 If she tells (tell) everyone about my problem, I'll never speak to her again.
- 1 If I were a psychologist, I could help (help) young people solve their problems.
- 2 If he promises (promise) to keep it secret, I'll help him.
- 3 If Madonna asks (ask) you out for dinner, what would you do?

Use of English

- 7 Complete the text with the correct form of the words in brackets.

Dear Desperate,

I read your letter and I can tell you it is very common for young people to have

(1) arguments (argue) with their parents. There is a (1) possibility

(possible) that they expect you to show more

(2) responsibility (responsible) when you decide to do something. For example, when

you study, I'm sure you have the necessary

(3) intelligence (intelligent) to get

better marks. What is going to make a

(4) difference (different), though, is

your active (5) involvement (involve) in

class everyday. Sooner or later your

(6) performance (perform) will improve.

You'll also have enough (7) confidence

(confident) to deal with any problems that

may arise. What's more, your parents will

appreciate your effort and your

(8) relationship (relation) will get

better. I'm sure this is of great

(9) importance (important) to you.

All you need is hard work and

(10) patience (patient). Remember,

success doesn't usually come overnight.

Best wishes,

Miranda

...../10

Writing

- 8 Below is part of a letter you have received from a penfriend.

All my friends can go out and come back at 10.30 every Saturday. But my parents let me go out only one Saturday a month. On top of that, I've got to be back at 8.30. They say I'm too young and that if I go out very often, I'll waste time from my studies. I'm already 14 years old and I think I can study another time or day.

What should I do?

Finish your letter to your friend (below) giving your advice.

Dear Jo,

I've just received your letter. I'm sorry to hear about the problems you have with your mum and dad.

...../10

FINAL SCORE/70

Unit Test 9

Name:

Section 1

Reading

- 1 Look at the sentences about humour. Read the text and decide if each sentence is correct. If it is correct, write A. If it is incorrect, write B.

- | | |
|---|---|
| 1 All doctors tell their patients to laugh more.
_____ | 4 The writer recommends getting a job in a comedy club. |
| 2 The writer suggests you can learn to be funny.
_____ | 5 The writer believes we should laugh at our own problems. |
| 3 The writer says comedy films are better than TV comedies. _____ | |

...../10

Laughter - the best medicine!

Most of us enjoy a good laugh, but did you realise that when you laugh you may actually be helping your health? Apparently, more and more doctors are recognising the benefits of laughter and telling their patients that the 'medicine' they need is humour.

So if we need to make sure we get enough laughter in our lives, where can we find comedy to help us? Well, one solution is to provide the comedy yourself. Why not work on being funny? Make a special effort to learn jokes, but don't forget the punchlines as people often do! If you need to, write down jokes and keep a collection to look at whenever you can. Nowadays, one good place to find jokes is on the internet.

Maybe you think that's too much hard work in order just to have a laugh. In that case, an easy way to solve the problem is to watch a sitcom. Often the humorous ways in which the characters deal with everyday situations are hilarious.

You can also watch comedy films or series on TV. There are so many different kinds of comedy on TV that there is

something suitable for everyone. If you really don't know where to begin, I would recommend the classics like Laurel and Hardy and Charlie Chaplin as a starter. Then have a look at more modern comedians and their characters like Rowan Atkinson's Mr Bean or Eddie Murphy's Nutty Professor.

Another possibility is visiting a comedy club. Over the last 30 years a lot of these clubs have opened in cities and towns. These are a nice idea because you can have a night out with friends and you will probably find the atmosphere of live comedy, with real laughter around you, funnier than just watching something on TV.

Finally, learn to see the humour in your everyday life. Sometimes you may feel as though everything is going wrong and you never have any luck but remember, if you were in a comedy series, viewers would probably be laughing at you too! People sometimes say, 'laugh and the whole world laughs with you, cry and you cry alone' and it's true. If you want to have a happy life with friends who enjoy your company, start smiling now!

Listening CD Track 11

- 2 You will hear a man talking to a woman about a visit to a comedy club. For each question, write a word or short phrase in each gap to complete the sentences.

- | | |
|--|---|
| 1 The audience didn't let some comedians
_____ | 4 Abby says she thought about becoming a
_____ |
| 2 Those who knew how to _____ were
very entertaining. | 5 The man says that Abby has got a great
_____ |
| 3 Betty Burger's act was _____ | |

...../10

Section 2

Vocabulary

3 Complete the sentences with the missing words. The first letter of each word has been given.

- 0 My favourite films are mostly *c o m e d i e s* because they cheer me up.
- 1 The whole family *r _ _ _ _ _* with laughter when they saw his green polka dot trousers.
- 2 Most people appreciate his good sense of *h _ _ _ _ _*.
- 3 I don't like soap operas. I prefer *s _ _ _ _ _* because the people in them find a humorous way to deal with their problems.
- 4 My favourite *c _ _ _ _ _* is Rowan Atkinson. His jokes make people laugh even if they don't speak English.
- 5 He started telling a joke but he forgot the *p _ _ _ _ _* so nobody laughed.
- 6 She must have done something really funny because the whole office could hear their *l _ _ _ _ _*.
- 7 I found the situation *h _ _ _ _ _*. I still can't stop laughing.
- 8 I love the way she keeps a *s _ _ _ _ _* *f _ _ _ _* when the rest of us keep laughing.
- 9 He always tells his friends *f _ _ _ _* stories about his life in the army.

/9

4 Complete the sentences using the correct preposition.

- 0 The success of a comedian depends *on* his/her talent.
- 1 He succeeded *in* making the audience burst into laughter.
- 2 Charlie Chaplin was capable *of* making people laugh without using his voice.
- 3 The comedian allowed the audience *to* participate in the performance.
- 4 Mr Bean has managed *to* make my grandmother laugh.
- 5 Let me tell you a joke *to* a doctor.
- 6 Luckily my friend prevented me *from* cracking a joke about teachers just as Mrs Brown was entering the classroom.

/6

Grammar

5 Complete the sentences with the correct form of the verbs in brackets.

- 0 If Harry *had been* (be) more careful, he wouldn't have spilt the milk.
- 1 If I *had known* (know) Jim Carrey was in town, I would have gone to his performance.
- 2 If he hadn't attended the Theatre School course, he *wouldn't be* (not be) such a good actor.
- 3 If you hadn't told us that silly joke, Mrs Jones *wouldn't have sent* (not send) us to the headmaster.
- 4 He might have been given the role if he *had acted* (act) better at the audition.
- 5 If Alastair *hadn't had* (not have) that stupid idea to wave his red jumper at the bull, he wouldn't be in hospital now.
- 6 Stop laughing! If you had told me there was salt in that jar, I *wouldn't have put* (not put) it in the cake.
- 7 We *would have enjoyed* (enjoy) the show if her jokes had been better.

/7

6 Complete each sentence using the word or phrase given so that it means the same as the sentence before it. Use no more than five words.

- 0 Dudley Moore was a comedian. He starred in many Hollywood films. **who**
Dudley Moore, who was a comedian, starred in many Hollywood films.
- 1 Peter Sellers was an excellent actor. His films were very popular. **whose**

- 2 We saw a film yesterday. It was not funny at all. **which**

- 3 Hollywood is a place in California. A lot of film companies have their studios there. **where**

4 John bought a pink suit. I don't know why. **the reason**

7 This is a funny film. The hero in that film is a clumsy police inspector. **in**

5 Everybody was looking at his feet. Then he realized he was still wearing his slippers. **when**

8 We are talking about a man. He has a good sense of humour. **who**

6 He showed me a trick. It was very funny. **that**

..... /8

Use of English

7 Read the text and decide which answer (a, b or c) best fits each gap.

Have you ever wondered (0) a comedians usually perform to such large (1) audiences? Probably because we all need somebody to (2) tell us laugh. When we feel we can't (3) take it any more, a good laugh helps us feel better and keeps away stress. What would we (4) have done if we had not (5) any humour? Nobody wants to think about it. Being funny depends (6) on many factors such as the age, interests and education of the people who listen.

It's really difficult to tell jokes (7) to everybody likes. Things are worse for professional comedians. If they don't succeed (8) in entertaining the audience, then some of the people may (9) prevent them off the (10) stage.

- | | | | |
|----|-------------|------------|-------------|
| 0 | a why | b who | c where |
| 1 | a audiences | b laughs | c jokes |
| 2 | a tell | b make | c manage |
| 3 | a take | b let | c prevent |
| 4 | a had | b has | c have |
| 5 | a invent | b invented | c inventing |
| 6 | a on | b about | c in |
| 7 | a who | b whose | c that |
| 8 | a in | b at | c of |
| 9 | a prevent | b allow | c boo |
| 10 | a programme | b stage | c show |

..... /10

Writing

8 You have decided to enter a writing competition. The rules of the competition state that your story must begin with the following: *Jane loved playing practical jokes on Linda. But that day it was Linda's turn to have a good laugh.* Write the second paragraph of the story.

..... /10

FINAL SCORE /70

Unit Test 10

Name: _____

Section 1

Reading

1 The people below all want to have a job involving sport. Read the eight job advertisements and decide which would be most suitable for the following people. For questions 1-5, write the correct letter (A-H). There are three letters which you do not need to use.

- | | |
|--|---|
| 1 Sarah, who finished medical school last year, has just completed her hospital training. | 4 Marco is a retired footballer but wants to continue working with a team. |
| 2 Ted is a great writer and loves travelling. | 5 Hannah has worked in shops all her life. She wants to work part-time. |
| 3 Lesley has worked in the newsroom of a radio station. | |

...../10

A New Gymworld sports store opening. We are looking for weekend staff. Previous experience in customer service an advantage.

B Opening for a television sports show commentator. Experience in the media useful.

C Newspaper is looking for a sports journalist. The job will involve driving around the country attending various games.

D Football club needs a new manager. The job is only suitable for somebody who has already worked as a manager.

E Helpers wanted for sports club ticket office.

F Medical aid needed for football matches. Must be a qualified doctor.

G Young people wanted to train for our tennis club team. Ages 14-19.

H We're looking for a football trainer. Please apply if you have at least 5 years experience as a football player.

Listening CD Track 12

2 You will hear five different people describing a football match. For questions 1-5, choose from the list (A-F) a description which matches the game. Use the letters only once. There is one extra letter which you do not need to use.

- | | |
|-----------------|--|
| Speaker 1 | A This team lost. |
| Speaker 2 | B This team never wins. |
| Speaker 3 | C This team drew one all with the other team. |
| Speaker 4 | D This team didn't score any goals. |
| Speaker 5 | E The referee had to be strict with this team. |
| | F This team beat the other one. |

...../10

Section 2

Vocabulary

3 Complete the sentences using the correct word in the box.

joined • won • scored • beat • lost
drew • supported • played • cheated
prevented

- 0 Following his doctor's advice, he joined a gym.
- 1 He _____ during the race and finally he was disqualified.
- 2 She did her very best and _____ the trophy.
- 3 Manchester _____ three goals yesterday.
- 4 His team _____ Barcelona by four goals to one.
- 5 It was an unlucky day. His team _____ and he was injured.
- 6 Monaco and Arsenal _____ two all in the most exciting match of the year.
- 7 Both teams _____ well and did their best to win.
- 8 Ten thousand fans _____ their team despite the cold and rain.
- 9 Bad weather conditions _____ the crowd from going to the stadium.

...../9

4 Complete the sentences using the correct word or phrase in the box.

for the first time • for the time being
takes • passes • finds • takes • spend

He tried running a marathon (0) for the first time when he was only 19. It is true that it (1) _____ quite a long time for someone to reach the top. But time (2) _____ so quickly when you discuss with John Brown. It's amazing how he (3) _____ the time to be the best runner in the world, a father of two kids and to participate in charity events all over the country. 'Training (4) _____ up most of

my time. I (5) _____ hours preparing for the next race but I always have time for my family.' His plans for the future? '(6) _____ I am doing my best for the next Olympics. Then we'll see.'

...../6

Grammar

5 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 1 The ticket was too expensive for us to buy. **enough**
The ticket _____ for us to buy.
- 2 The training programme was so demanding that I finally gave up. **such**
It was _____ that I finally gave up.
- 3 He's too weak to pull the boat. **strong**
He is _____ pull the boat.
- 4 It was such an exciting game that everybody enjoyed it. **so**
The game _____ everyone enjoyed it.
- 5 If they don't win this game, they will not qualify. **unless**
They will not qualify _____ this game.
- 6 He didn't participate in the match because he broke his leg in a car accident. **broken**
If he _____ leg in a car accident, he would have participated in the match.
- 7 I think you should take up a hobby. **would**
If I were you, I _____ a hobby.
- 8 He isn't old enough to lift weights. **young**
He is _____ lift weights.

...../8

6 Complete the sentences with the correct form of the word in brackets.

- 0 If he doesn't find any tickets, we
..... *will watch* (**watch**) the event on TV.
- 1 You can't play baseball if you
..... (**not know**) the rules.
- 2 If it hadn't been windy, the yacht race
..... (**not start**).
- 3 If I lived at the seaside, I
(**swim**) everyday.
- 4 If you don't try skiing, you
(**never know**) what it is like.
- 5 If he (**be**) more careful, he
wouldn't have broken his arm.
- 6 If you (**break**) the world
record, what would you do?
- 7 She wouldn't have taken up tennis if her parents
..... (**not encourage**) her.

...../7

Use of English

7 Write one word in each gap to complete the text.

Sports? Why not?

Do (0) *the* following words sound familiar? 'My job prevents me (1) going to a gym.' 'I love walking but I don't have the (2) because I'm extremely busy.' 'I am not a sporty type!' Well, no more excuses. Scientists believe that more and more people don't exercise (3) In fact, most people in cities are (4) overweight that their health is at risk. A large number of them will suffer serious health problems (5) they eat less and start exercising. Is it really (6) a difficult decision? Not really. There are so many different ways you can keep (7) Join the local gym or try any sport you like. You'll soon discover the one you like most. But don't get over-excited. (8) much exercise may cause injuries. Remember - nobody expects you to take (9) in competitions or hold the world (10) Just take it easy and enjoy it.

...../10

Writing

- 8 You are a member of the school team and you are preparing for an important match for the National Championship. Write a letter to your penfriend. Mention how you are getting ready and how you feel about it.**
The first paragraph has already been written for you.

Dear Bob,

Hi! I've just read your letter and I'm glad you scored for your team. Who knows? You might become a new Beckham.

.....

.....

.....

.....

...../10

FINAL SCORE/70

Section 1

Reading

1 Look at the sentences about Corfu. Read the text and decide if each sentence is correct or incorrect. If it is correct, write A. If it is incorrect, write B.

- | | |
|---|--|
| 1 Corfu was always a part of Greece. _____ | 4 Paliokastro is located on the top of a high hill. |
| 2 On Corfu, there are lots of places to swim in addition to the sea. | 5 Hotels usually charge extra money for breakfast. |
| 3 If you live in Britain, you can take a ferry directly to the island. | |

...../10

Corfu: An enchanting island

Corfu is the largest and most famous of the Greek islands in the Ionian Sea. It's a mountainous island, and its coastline offers a wide variety of beaches. The island is a very green one, covered with trees and plants. According to mythology, the sea god Poseidon named the island after his wife, the beautiful Korkyra. It has a very long history and, after the Byzantine Empire ended, was under the control of various European powers, including the French and Italians, until it once again became a part of Greece in 1846.

Things to Do

Swimming and sunbathing are the most popular activities on the island. There are many different kinds of beaches, so whether you're an excellent swimmer or just an average one, you'll find a place you'll enjoy. Most of the hotels have swimming pools, making it very easy for you to have a swim and lie in the sun without going far. Most of the beaches rent sunbeds and umbrellas for a small charge and there are lots of restaurants, cafés and snack bars just a short walk away. There are also a number of waterparks and lots of water sports for those who

want a little excitement.

There are lots of interesting sights to see. If you take a ride up to Paliokastro, you'll have a fantastic view – you'll almost feel like you're looking down from an aeroplane. You can also visit picturesque Old Town near the harbour and, while enjoying a walk through the narrow, winding streets, admire the historic Italian and French buildings. There are plenty of shops in Old Town, as well as restaurants and cafés. You can also visit the palace of the Empress Sissy of Austria, called the Achilleon, which is now a museum.

How to Get There

There are many low-cost flights directly to the island from Britain and Italy. You can also reach the island by ferry from Italy or the Greek ports of Patras (an overnight trip) or Igoumenitsa (a one-hour trip). There are many ferries every day from Igoumenitsa to Corfu and back, so you don't have to worry about booking in advance.

Accommodation

There are many hotels available all over the island. Breakfast is usually included in the price. You can also rent rooms in small private houses, some of which are self-catering.

Listening

CD Track 13

2 You will hear people talking in five different situations. For each question, choose the correct picture.

1 What is the woman doing?



4 What happened at the end of the joke?



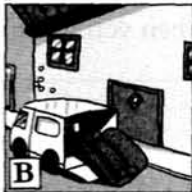
2 Where are they going?



5 What is the woman's job?



3 What's the man's problem?



...../10

- 3 It's not difficult to _____ in love in
such a romantic place.
- 4 He's got a great sense of _____.
- 5 Miss Taylor is a very _____ teacher.
- 6 She was so _____, she wouldn't
even tell us her name.
- 7 After a while she _____ lots of
friends.

....17

7 Complete the text with the correct form of the word in brackets. There is an example at the beginning (0).

We all have some (0) preferences (**prefer**) when we choose our friends. For some people (1) intelligent (**intelligent**) has no (2) important (**important**). They appreciate things like (3) patient (**patient**) or (4) responsible (**responsible**). Others are attracted by the (5) appearance (**appear**) of a person or the self- (6) confidence (**confide**) he or she has. Whatever the criteria may be, one thing is for sure. A good (7) relationship (**relate**) will make a (8) difference (**different**) in your life. It'll make you feel better. It's nice to share your (9) excitement (**excite**) or disappointment with your friend. (10) friend (**friend**) is one of the best values in the world.

...../10

8 A friend has sent you a letter. She finds school subjects difficult and she has problems with her teachers and classmates. Write a brief letter giving her some advice.

[illegible]

.... / 10

FINAL SCORE/70

Section 1

Reading

1 You are going to read an article about a green school. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

- A We got lots of recycling bins and started sorting our rubbish into glass, plastic, paper and food waste.
- B Now the teachers travel into work together and parents pick up other people's children as well as their own.
- C What makes the school so special?
- D You should also be careful about the amount of water you use.
- E In addition, they tell people not to throw their old clothes away.
- F This means we don't use electricity as much as we used to.

...../10

Go green!

Bunningford Secondary School has just received an award for being the greenest school in the city. (1) We spoke to their biology teacher, Miss Taylor, who explained to us how they had gone about changing their school to make it into an environmentally friendly one.

'The first thing we did was look at the rubbish we were making as a school. We knew that we had to find better ways to dispose of it. (2) This means that most of our rubbish now goes directly for recycling.

'Secondly, we have taken responsibility for cleaning up the fields around the school. Once a month, the area is cleaned up by a

group of volunteers from the school. Everything we find there is taken to the local recycling centre. We want to show with this action how each person really can make a difference.

'We've also had a solar-powered water heater installed on the school's roof. (3) That's important because the less energy we use, the less has to be made. The way a lot of electricity is made causes pollution.

'Another thing that causes pollution is cars. At our school, we have organised the parents and the teachers so that as few cars as possible are used. (4) There are a lot less exhaust fumes around our school now.

'The students have also made some lovely posters which explain all about environmentally friendly products and how we can change our ways to be more green. They want to make their parents aware of what they can do. The posters show how buying unpackaged goods reduces the amount of rubbish we produce. They suggest having one strong bag for your shopping rather than taking plastic bags from the supermarket every time you go there. (5) If they are given to a charity, somebody will use them.'

Well, what can we say? Well done, Bunningford School!

Listening CD Track 14

2 You will hear a conversation between a man called Bill and a woman called Neenah about the environment. Decide if each sentence is correct or incorrect. If it is correct, write A. If it is incorrect, write B.

- 1 At the start of the conversation, Bill believes people are responsible for climate change.
- 2 Neenah says that the amount of climate change increase is dangerous.
- 3 Bill wants to get a smaller car.
- 4 Neenah uses her car every day.
- 5 Bill is going to do something to be more environmentally friendly.

...../10

Section 2

Vocabulary

3 Complete the sentences using a suitable word. The first letter of each word is given.

- 0 A plastic bottle may **d e g r a d e** after four centuries!
- 1 Air **p** _____ is caused by factories and exhaust fumes.
- 2 The protection of the **e** _____ is necessary for the future of our planet.
- 3 Millions of tonnes of rubbish is buried in **l** _____ sites every year.
- 4 For every tonne of paper we **r** _____ fewer trees are cut.
- 5 It's a shame that people **d** _____ their rubbish practically anywhere.
- 6 Chemical **w** _____ from factories is responsible for the destruction of sea life.
- 7 We should avoid buying food **p** _____ in plastic.
- 8 Don't drop litter! Please put it in the **b** _____.
- 9 The **d** _____ of chemical products must take place only in special sites.

...../9

4 Replace the words in bold with the correct phrasal verb in the box.

**make out • put out • break out of
look out • fall out • turn out • bring out**

- 0 The fire was **extinguished** very quickly
_____ *put out* _____
- 1 **Be careful!** A deer is crossing the street.

- 2 I can't **see clearly** what the sign on that barrel says. Can you give me my glasses?

- 3 A **poisonous snake** **escaped from** his tank yesterday and they are still looking for it.

- 4 His idea to protect the forest **proved** to be a good one.

- 5 This company wants to **introduce** new environmentally friendly products on the market.

- 6 Let me guess! You've **argued** again, haven't you?

...../6

Grammar

5 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 0 Logging companies cut down thousands of trees every year. **are**
Thousands of trees _____ *are cut down every year* by logging companies.
- 1 Sprays destroy ozone. **destroyed**
Ozone _____ sprays.
- 2 They are building a new factory in this area. **is**
A new factory _____ in this area.
- 3 They will have recycled more than 30 tonnes of glass by the end of the year. **been**
More than 30 tonnes of glass _____ by the end of the year.
- 4 They are going to plant more trees and bushes next month. **be**
More trees and bushes _____ next month.
- 5 New filters have been installed by the local industries. **have**
The local industries _____ new filters.
- 6 A few volunteers are cleaning the beach. **is**
The beach _____ a few volunteers.
- 7 This is a plastic bottle. **made**
This bottle _____ plastic.
- 8 The fire destroyed the forest. **was**
The forest _____ the fire.

...../8

6 Write the sentences using the causative form.

- 0 A company is processing their waste.
They are having their waste processed by a company.
- 1 Someone is going to repair my car.
I
- 2 Technicians will install new central heating in our neighbour's house.
Our neighbour
- 3 The gardener is mowing the lawn right now.
We
- 4 A technician repaired our washing machine.
We
- 5 An architect has designed Mary's house.
Mary
- 6 A doctor must examine his broken leg.
He
- 7 A construction company had built John's house before it was destroyed by the fire.
John

...../7

Use of English

7 Read the text and decide which answer (a, b or c) best fits each gap.

Although our lives have (0) a with the aid of technology, more and more people are becoming (1) that we should not (2) the environment. This is obvious to people who live in a(n) (3) environment and they have to deal with problems such as traffic and air pollution. In many areas a recycling scheme (4) introduced a few years ago. Leaflets were (5) out, there were ads in newspapers and (6) groups like Friends of the Earth informed people about the problem of waste (7) Now, more and more people take empty bottles and glass objects they don't need any more to the bottle (8) of their neighbourhood. Some others have had a solar-powered water heater (9) because they understand that in this way they (10) the environment less.

- | | | | |
|----|-----------------|-------------|----------------|
| 0 | a improved | b delivered | c dug |
| 1 | a environmental | b friendly | c aware |
| 2 | a cut down | b recycle | c damage |
| 3 | a urban | b rural | c wrapped |
| 4 | a was | b is | c has |
| 5 | a made | b handed | c turned |
| 6 | a yellow | b green | c red |
| 7 | a disposable | b disposal | c rechargeable |
| 8 | a bank | b bin | c site |
| 9 | a installing | b install | c installed |
| 10 | a protect | b recycle | c pollute |

Writing

- 8 'People must become more responsible for the protection of the environment.' Write a paragraph giving your opinion. Don't forget to make complex sentences using the words you learnt in Unit 11 (eg *although, should, because, lead to*).**

...../10

FINAL SCORE/70

Section 1

Reading

1 Read the questions and the text. For each question, choose the correct answer (A, B, C or D).

- The village phone box
 - was an important part of the village shop.
 - is a style you don't see much in Britain now.
 - was very expensive to enter and use.
 - was a place where you always had to wait.
- The writer and her friend
 - talked on the phone a lot.
 - only talked after school.
 - had to pay large phone bills.
 - didn't care about phone calls.
- When did it cost the most to make a phone call?
 - when new technology was introduced
 - on special occasions
 - after the 1990s
 - before the 1990s
- The writer's daughter
 - bought a mobile phone in 1990.
 - sends text messages to her mother.
 - sends a lot of text messages.
 - doesn't like sending text messages.
- What does the writer say about emails?
 - They are easier to read than letters.
 - There not always as exciting as a letter.
 - They are the cause of lots of bills.
 - It would be better if they were easier to send.

..... /10

Communication - then and now

In Britain, it's really not that long ago when many people didn't own a home phone. In the 1950s, most people in the village I came from used the public phone, which was on the village green next to the village shop. It was one of those traditional red phone boxes which are sadly gone from most places in Britain now. If you had to make a phone call, you first of all had to be organised. Did you have enough money? Was it the correct change? There were no phone cards in those days. Were you dressed for the weather? Sometimes you could wait for half an hour outside the box until the person inside finished their phone call. In the rain or snow this was rather uncomfortable.

In the 1960s my parents got a phone and so did my best friend's parents. From then on, my friend and I were on the phone to each other all the time. I even used to ring her as soon as I got home from school! My parents complained about the phone bills which they said cost a fortune. We didn't care and continued calling each other.

Nothing changed that much after that. Of course, most people had a phone during the 1970s and 1980s but it was still quite expensive to make a lot of calls. If you had family in a foreign country, you would only phone on special occasions. Most people still communicated by letter. Gradually phone calls became cheaper and cheaper and the technology for phoning abroad improved. By

the 1990s, it was fairly cheap to make a phone call to a loved one abroad.

As we all know, the 1990s brought big changes in communication technology. Now I look at my daughter texting away on her mobile, sending I don't know how many messages a day to her friends and I still find it quite amazing. As for me, I may not be a great lover of text messages, but email has certainly changed my life. Now when friends move abroad, we stay in touch via email. It is so much quicker and easier to send compared to the old-fashioned letter. I must say though, I sometimes miss the excitement of getting a letter through the post box. The only things that come through there now are bills!

Listening

CD Track 15

2 You will hear a woman called Gillian talking on a radio programme about communicating on holiday abroad. For each question, choose the correct answer (A, B or C).

- Gillian says English people often have problems
 - choosing a foreign holiday.
 - learning foreign languages.
 - communicating abroad.
 - couldn't communicate with their Italian friend.
- Gillian says that
 - you can't always use English to communicate.
 - you can always use English to communicate.
 - some foreigners don't like speaking English.
- Gillian and Jack
 - had a holiday with their Italian friend.
 - were unable to communicate in Italian.
- What did Gillian find funny?
 - the ice cream
 - trying to buy things
 - the people in the café
- Gillian says you have to be careful using gestures because
 - people might laugh at you.
 - they always communicate what you mean.
 - they can mean different things in other countries.

Section 2

Vocabulary

3 Circle the odd word.

- 0 type send **chat** : a letter
 1 get ring receive : a phone call
 2 ring call speak : someone
 3 have hear talk : a conversation
 4 send receive listen : an email
 5 listen get receive : a text message

...../5

4 Complete the sentences using the correct word or phrase in the box.

it's here to stay • the chances are
 development • communication
 meaning • gestures • shake • shrug
 accent • might as well • introduce

- 0 I could tell from his accent that he is from Scotland.
 1 Despite some predictions that the internet will disappear, I believe
 2 I tried to his hand but he pulled it away.
 3 Although laptop computers are a recent, they are very popular.
 4 Don't your shoulders. Just do something.
 5 I don't know the of this word. Can you explain it?
 6 Young people love new forms of
 7 I know you dislike computers but you won't find a secretarial job if you can't use one. So you start a course as soon as possible.
 8 The computer software company intends to a new programming language soon.
 9 If you can't speak the language, use They'll probably get the message.
 10 If the sales of computers keep rising, that soon all households will have access to the internet.

...../10

Grammar

5 Choose the correct answer.

- 1 He *had arrived/had been arriving* home long before I called him.
 2 She *had been writing/had written* letters to her friends all morning so she decided to have a break at noon.
 3 I *'d already sent/already sent* him a message when he turned on his mobile phone.
 4 She *'d been trying/had tried* to log on for hours before she realised the phone line was out of order.
 5 It was the first time she *had bought/had been buying* a mobile phone so she had to read the instruction manual.
 6 I *had just hung/just hung* up the phone when the doorbell rang.

...../6

6 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 0 'I am 13 years old,' said Jonathan. **said**
 Jonathan said he was 13 years old.
 1 'I want to see you today,' said Suzanne. **she**
 Suzanne said me that day.
 2 'I'll call you later,' said Jo. **he**
 Jo me later.
 3 'I'm watching TV now,' said Paul. **said**
 Paul said at that moment.
 4 'Karen is going to be late tonight,' her mother said to Tom. **told**
 Karen's mother to be late that night.
 5 'We must help Megan now,' said Gill. **to**
 Gill said Megan that moment.
 6 'I've been working like a dog,' said Ben. **been**
 Ben said like a dog.
 7 'This is the coolest mobile I've ever seen,' said Jane. **the**
 Jane said she'd ever seen.

- 8 'I received an email from Siobhan,' said Gary. **he**
Gary said _____ an email
from Siobhan.
- 9 'I can't stand her anymore,' said Anne. **she**
Anne said _____ her any
more.

...../9

Use of English

- 7 Complete the sentences with the correct form of the words in brackets.

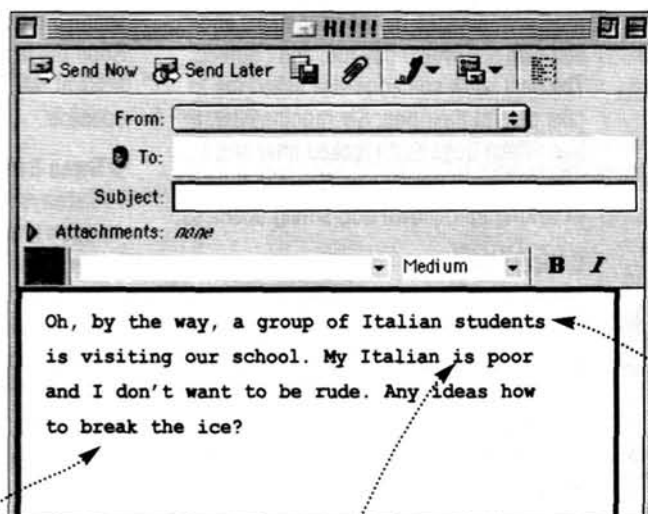
The need for written (0) communication
(communicate) is not new. Since prehistoric times,

...../10

Man has tried to express his (1) _____
(think) and (2) _____ (believe) and
managed to (3) _____ (description) them
in various ways. From the prehistoric paintings on the
walls of caves to emails, he has used symbols which
were much different in (4) _____ (high),
(5) _____ (long) and shape. However, they
all show two things: his (6) _____ (able) to
use his imagination and his (7) _____
(decide) to pass his message to other people, even
years or centuries after it was written. This may be an
(8) _____ (explain) why people still
(9) _____ (choice) to (10) _____
(practice) writing.

Writing

- 8 You've received an email from an English-speaking friend. Read the extract from the email and the notes you have made on the printout. Then write a brief email responding to your friend's questions. You may mention any other news you have as well.



Smile and use sign language
- they'll understand

Most Italian words come from Latin
(your favourite subject)

Some speak English

...../10

FINAL SCORE/70

Section 1

Reading

- 1 Read the article. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person or people ...

- | | | |
|--|----------|---------|
| studied to do their job? | 1 | |
| didn't work full-time? | 2 | 3 |
| says they earned quite a lot of money? | 4 | |
| had problems finding a job? | 5 | |
| were a bit scared before starting their job? | 6 | 7 |
| was scared when they were on their own? | 8 | |
| enjoyed hearing things about the past? | 9 | |
| might start their own company? | 10 | |

...../10

My first day at work

Your first day in a new job can be quite scary. These young people told us about their first jobs.

A Anna Blatsa

When I was in the sixth form, I got a morning job delivering newspapers to people's houses. The pay wasn't that great – I think it was £3.50 an hour. On the first day, the shop owner, Mrs Williams, showed me where I had to take each newspaper. The next day, when I had to do the newspaper round by myself, the problems started. I had to remember which paper went to which address and deliver them in that order. It took me twice as long as it had with Mrs Williams. Also, I was frightened a dog might attack me. Luckily, nothing bad happened and I soon became good at delivering the newspapers.

B John Morgan

Last summer, I really wanted to get a job and start earning money. The only problem was that, although I made a lot of job

applications, I didn't get any interviews because I didn't have any experience. I was starting to get worried. A neighbour asked me if I would take her dog for walks and she said she would pay me, and I agreed. The next week someone else asked me to take care of their dog. Six months later, I had fifteen dogs that I looked after and I was making good money. Now I'm thinking of setting up my own dog-sitting business!

C Nicola Curley

I studied physics at university and became a teacher. First of all, I had to do a year's training to learn how to teach. After six months, I had to do my first day in a classroom with a class full of fourteen-year-olds. To be honest, I was worried before the lesson began – I didn't think I had the right personality for it. I thought it might be too difficult to be strict with the students if they

did something wrong. Well, the lesson started and everything went just fine. I really began to enjoy myself and the kids seemed interested in what we were doing. Soon the lesson finished. It had been brilliant. My first day at work was a success!

D Gwen Bailey

I've always liked helping out, so when I saw an advert for a helper at a senior citizens' home, I decided to apply. The pay wasn't great, but I didn't mind. At first I felt a bit nervous, but the people were so friendly and warm, before long I really looked forward to going there. They all had so many interesting stories to tell about their lives and the way things used to be. I worked there all summer: eight hours a day, five days a week.

Listening CD Track 16

- 2 You will hear a woman giving advice to a group of people who want to apply for a job. For each question, write a word or short phrase in each gap to complete the sentences.

- | | |
|---|---|
| 1 They might not read a | 4 Girls should avoid high shoes, and exciting hairstyles. |
| 2 You'll impress them if you've done some | 5 Don't worry too much if you in the interview. |
| 3 It's a good idea for boys to wear | |

...../10

Section 2

Vocabulary

- 3 Complete the sentences using the correct word or phrase in the box.

part-time • self-employed • advertising
full-time • temporary • commission
salary • wages • experience

- 0 Working in the advertising department of a magazine is a very creative job.
- 1 Claire has found a _____ job. She'll be working for only 12 hours a week.
- 2 In my first job I didn't earn much but I gained a lot of _____.
- 3 I'd rather be _____ than work for others.
- 4 Jo was lucky to find a _____ job. From now on she'll be working 8 hours a day, 5 days a week.
- 5 Lots of students get a _____ job only for the summer.
- 6 If you are an efficient salesperson and you work on _____, you may earn lots of money.
- 7 She got a new job with a good _____ . At the end of each month, she's paid €3000.
- 8 Her _____ are only €8 an hour but she loves the job.

...../8

- 4 Complete the sentences using the correct preposition.

- 0 Although she's very young she's in control of the project.
- 1 She apologized _____ being late to the meeting.
- 2 I am writing to complain _____ the services of your company.
- 3 He applied _____ the post of PR assistant and he finally got the job.
- 4 Mrs Brown insisted _____ advertising our services on TV.
- 5 Joanna is heavily involved _____ a campaign against smoking.

- 6 He was not particularly interested _____ expanding his business abroad.
- 7 I'm sure the manager does not approve _____ her bad manners.

...../7

Grammar

- 5 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 0 'Why do you want a higher salary?' **explain**
'Could you explain why you want a higher salary?'
- 1 'Where do you work?' Ben asked me. **know**
Ben wanted _____ I worked.
- 2 Juan was made to hand in his resignation. **made**
They _____ in his resignation.
- 3 'Will you help me with the application, Sarah?' Mary asked. **whether**
Mary asked _____ help her with the application form.
- 4 'Could you remind me of the name of the manager?' **mind**
'Would you _____ the name of the manager?'
- 5 'Could you give me the company's address?' **wonder**
'I _____ give me the company's address.'
- 6 'What's the meeting about?' she asked. **was**
She asked _____ about.
- 7 'What do you do all day in the office?' he asked her. **she**
He asked her _____ all day in the office.
- 8 'Why do you need a reference?' asked his boss. **he**
His boss asked him _____ a reference.
- 9 Sally quit because of the awful working conditions. **caused**
The awful working conditions _____ quit.

...../9

6 Choose the correct answer.

- 0 Can you explain why *aren't you* / *you are not* coming?
- 1 I asked if *I could/could I* have the day off.
- 2 They wanted to know what *did I want/I wanted* to achieve.
- 3 He wondered *whether/when* I could cope with all the duties of the job.
- 4 Could you let me know how much money *will I/I will* earn?
- 5 They asked *if/when* I had a driving licence.
- 6 Could you tell me what *is the time/the time is*, please?

...../6

Writing

- 8 You saw the advertisement below and you want to apply. Write the missing paragraph of your letter asking some questions based on your notes. Don't forget to use indirect questions.

Wanted

PART-TIME CAMP ASSISTANT required for summer camp. Job involves helping the camp leader. Previous experience not necessary. Must be fit. Good rate of pay. Please apply in writing to Mr John Smith.

How many hours?
How long (2, 3, 4 weeks)?
Tell me more about my duties
Pay: how much?

Dear Mr Smith

I am writing to apply for the position of part-time camp assistant as advertised in 'The Student's Gazette' last Friday.

I am an eighteen-year-old student studying English at Anglia College. I have no previous experience but I would like to work at your camp during my summer holidays.

Please do not hesitate to contact me if you need further information.

I look forward to hearing from you soon.

Yours sincerely,

...../10

...../10

Use of English

7 Complete the text with one word in each gap.

I (0) was working (1) a waiter in a café, and just managing to earn enough money to

(2) by, when I saw an advert for an interesting job in advertising. So, I decided to

(3) for it. I sent them a letter and a CV and a week later they invited me to come for an

(4) First of all, they checked how old

I (5) Then they asked me

(6) I wanted the job and

(7) much money I expected to earn. They asked me (8) I had worked in advertising before and they also asked

(9) my plans for the future. Then I asked exactly (10) the job involved, because I had no idea!

...../10

FINAL SCORE/70

Unit Test 14

Name: _____

Section 1

Reading

1 Look at the text in each question. What does it say? Choose A, B or C.

1

ON ENTERING THE COUNTRY:

To save time, please have passports ready in advance to show at passport control, before taking your luggage from the luggage return area.

- A You must show your passport when you collect your luggage.
- B You will go through passport control before going to the luggage area.
- C If you don't have your passport ready, you can't go through passport control.

2

School excursion 9 am at museum.
Leaving school at 7.45 am. Be there 7.30.

- A We need to arrive at school by 7.30.
- B Meet outside the museum at 9.
- C I'll be at school at 7.45.

3

travel-4-you.com

Special offers: select 1 for voyages,
2 for package holidays 3 for guided tours

- A If you want someone to show you a place and give you information about it, choose 1.
- B If you want to travel by plane, choose 1.
- C If you want your transportation, accommodation and food all arranged for you, choose 2.

4

RECEPTION

The receptionist is responsible for giving keys, taking messages, accepting payments and answering general questions. The manager will deal with room or restaurant service problems.

- A The manager sometimes helps with taking payments.
- B If you have a question about the restaurant, ask the manager.
- C The receptionist has several jobs, including handling the keys.

5

By eight o'clock this evening, I'll have arrived in London. Do you want anything from the airport shops?

- A The person is on their way to London.
- B The person wrote this email in London.
- C The person has just arrived in London.

.... /10

Listening

CD Track 17

2 You will hear people talking in five different situations. For each question, choose the correct picture.

1 What will the man complain about?



4 With what means of transport did the family go on holiday?



2 Where are they going?



5 Where is the man's wife?



3 What job does the woman do?



.... /10

Section 2

Vocabulary

3 Match to make phrases.

- | | |
|--------------------|--------------|
| 0 give | a plane |
| 1 I am on | b trip |
| 2 make my | c route |
| 3 go straight | d tour |
| 4 miss a | e way |
| 5 go on a business | f holiday |
| 6 a guided | g ahead |
| 7 plan your | h directions |

0 h 1 2 3 4
 5 6 7

...../7

4 Complete the sentences with a word in each gap. The first letter of each word is given.

- 0 Gill isn't here. She went on a bus t r i p.
- 1 John lost his p at the airport and he wasn't allowed to fly to the USA without it.
- 2 I booked a p holiday which includes accommodation, breakfast and transfers to and from the airport.
- 3 His c on the ship looked like his bedroom.
- 4 He went on a c in the Aegean on a private yacht.
- 5 Hurry up or we'll miss our f
- 6 If you are a citizen of the European Union, you can cross the b without a visa. All you need is your identity card.
- 7 My favourite saying is 'Travel broadens the m'
- 8 We stayed on the island for about a week so we e the forests and some beaches few people know about.

...../8

Grammar

5 Put the verbs in brackets into the correct form, future perfect simple or future continuous, to complete the sentences.

- 0 This time tomorrow he will be flying (fly) to Brazil.
- 1 By the end of the year 10,000 visitors (visit) the area.
- 2 Tomorrow at eight? I guess I (work) at the office.
- 3 I hope we (find) a decent hotel to stay in by the time we arrive.
- 4 In a couple of days I (sunbathe) on the sandy beaches of the Seychelles.
- 5 Your lunch (be) served before you finish your drinks.
- 6 This time tomorrow I (sail) to the Galapagos Islands.

...../6

6 Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 0 The smoke in this room really annoys me. **would**
 I wish you would not smoke in this room.
- 1 I didn't find cheap tickets. I booked our tickets late. **I**
 I wish our tickets earlier. Now they are expensive.
- 2 I regret I didn't take a spare tyre with us. **only**
 If a spare tyre with us.
- 3 It's a pity you can't turn time back to the beginning of our holiday. **turn**
 I wish you back to the beginning of our holiday.
- 4 I shouldn't have forgotten to lock my suitcase. **remembered**
 I wish to lock my suitcase.
- 5 It's a shame you can't go on holiday this year. **could**
 If go on holiday this year.

- 6 I'd love to have a glass of water now. **wish**
I _____ a glass of water now.
- 7 When we wake up, the train will already be at the station. **arrived**
By the time we wake up, the train
_____ at the station.
- 8 This time tomorrow he will be on his way to Madrid by train. **travelling**
This time tomorrow he _____
to Madrid by train.
- 9 The problem is I don't have my camera with me.
I
If only _____ my camera with me.

...../9

Use of English

- 7 Write one word in each gap to complete the passage.

How your holiday can become

(0) _____ a **disaster!**

Last year we decided to go (1) _____ a package holiday somewhere in Europe.
If (2) _____ we had been more careful when we chose our destination! My dad insisted on going to Paris because it reminded him
(3) _____ his youth. I
(4) _____ we hadn't agreed.
We arrived at noon and decided to
(5) _____ on a guided tour, but Dad wanted to (6) _____ lunch and taste French food. Unfortunately he forgot his doctor's advice to go (7) _____ a diet and had too much seafood. After that he started feeling unwell and went to his room. 'Don't worry!' he said, 'In a few hours we'll (8) _____ walking under the Eiffel Tower'. But instead of the Tower he (9) _____ the next few days in hospital because he'd forgotten he's allergic to seafood. I wish my dad (10) _____ more careful about his health!

...../10

Writing

- 8 Look at these notes about a hotel and complete the review below.

Places to visit:

- Nearby Corfe Castle, great place for picnics
- Studland beach, has wonderful bird wildlife
- Swanage town, good for souvenir shopping and cafés

Hattington Hotel

Hattington Hotel is a bright, modern hotel in the heart of the countryside. It has become a very popular place for people to stay when they visit beautiful Dorset.

The hotel offers a quiet place for a break with breathtaking views from all the bedrooms. The service provided is very good, and the hotel restaurant serves delicious food. The price is reasonable and because it's only an hour and a half from London, it is ideal for weekend breaks.

There are plenty of places to visit

.....

.....

.....

.....

If you go to Dorset, the Hattington Hotel is the place to stay. It provides good service and there's plenty to see and do nearby.

...../10

FINAL SCORE/70

Section 1

Reading

1 Look at the sentences about a successful businesswoman. Read the text and decide if each sentence is correct. If it is correct, write A. If it is incorrect, write B.

- | | |
|--|---|
| 1 Children make many of the products that Branston's sell. | 4 She thinks some people bought her products because they wanted her to be successful. |
| 2 Victoria Branston has always lived in the UK. | 5 Victoria says she has achieved everything she wanted to achieve. |
| 3 At first, many people told Victoria that her idea would not work. | |

...../10

Victoria Branston

Victoria Branston has made a fortune running the successful company Branston's. She told Richard Markham how she did it.

With 800 Branston's stores in over 60 countries, Victoria Branston is a symbol of success and a multi-millionaire. She's also known for her political and ethical views: Branston's doesn't stock any products that are made through child labour or in sweatshops. I asked Victoria Branston how she got started and what made her so successful.

'I wasn't a very good student at school,' says Victoria. 'I'm not the kind of person who enjoys studying. I prefer to learn through practical experience. So I left school at 16 with basically no qualifications. But I wasn't lazy. I knew what I wanted to do. I wanted to see the world, find out how other people live and try and make a difference to

their lives in some way.' As a result, Victoria packed her bags and spent three years in South America and another year in Singapore. 'They were four fantastic years,' she remembers. 'I met so many people doing their best in such difficult circumstances. I became determined to help them.'

It wasn't until she returned to the UK, however, that she made up her mind exactly how she was going to make a difference. 'I'd seen so much poverty abroad,' she says, 'and saw so much wealth in the UK that I decided to start a business that would use workers in Third World countries to make products, but would pay them a decent wage for doing so. It just seemed like the obvious thing to do.' Not everyone agreed, though. Most people told her she would never succeed.

Despite the predictions of failure, the first Branston's store opened in London in 1988. Within three years, there was one in every high street. 'It was a very exciting time. Suddenly, people began to take my ideas seriously. And I think I sent a message to a lot of people that you really can achieve so much if you try. I think people were choosing to shop at Branston's because they wanted to support our ethical policy, but also because they wanted to be part of this fantastic success story.'

And because of this, of course, Victoria Branston has become a very wealthy woman. I asked her if she still has ambitions or if she has already achieved everything she wanted to. 'No, not at all! There are still loads of things I want to do. I'd rather not say what they are, though, as I don't want anyone stealing my ideas. You'll see soon enough!'

Listening CD Track 18

2 You will hear five different people describing what they think their most important achievement is. For questions 1-5, choose from the list (A-F) a description which matches their achievements. Use the letters only once. There is one extra letter which you do not need to use.

- | | |
|-----------------|------------------------|
| Speaker 1 | A their education |
| Speaker 2 | B being a good athlete |
| Speaker 3 | C their family |
| Speaker 4 | D their job |
| Speaker 5 | E getting over a fear |
| | F their fortune |

...../10

Section 2

Vocabulary

3 Read the text and decide which answer (a, b or c) best fits each space.

John wanted so much to become a (0) _____ businessman. In fact, he was (1) _____ to succeed. His (2) _____ from university were excellent and he worked long hours. His (3) _____ was to make a (4) _____ selling new products. (5) _____, he stopped looking (6) _____ himself, ate junk food and soon he put (7) _____ weight. After a while, he started feeling unwell. (8) _____ his doctor's advice, he carried (9) _____ working for 12 hours a day, seven days a week. (10) _____ he ended up in hospital, where he realised that health is as important as success.

- | | | |
|-------------------|-------------------|--------------|
| 0 a obvious | b lazy | c successful |
| 1 a determined | b estimated | c remembered |
| 2 a circumstances | b qualifications | c policies |
| 3 a ambition | b difference | c experience |
| 4 a mind | b fortune | c failure |
| 5 a As a result | b However | c Despite |
| 6 a at | b into | c after |
| 7 a up | b on | c in |
| 8 a As a result | b Because of this | c Despite |
| 9 a on | b out | c into |
| 10 a As a result | b However | c Despite |

...../10

4 Complete the sentences with the correct preposition.

- The police are looking _____ *into* the case of stolen files from a computer company.
- He hasn't made _____ his mind whether he should start his own business.
- Because _____ her bright ideas she managed to become a wealthy businesswoman.
- He's lucky because he gets _____ well with his boss.
- Unfortunately, they turned _____ his request for a pay rise.
- I'm sure he's made the whole story _____ just to impress Mary. He's only a secretary, not the managing director.

...../5

Grammar

5 Complete the sentences with *prefer*, *would rather* or *had better*.

- I _____ *'d rather* _____ apply for a well-paid job.
- I _____ studying economics to engineering.
- I _____ they didn't promote me right now. I feel I need more experience.
- You _____ get as much experience as you can because you are going to need it soon.
- She would _____ to work at home rather than move abroad.
- You _____ not use the boss' office for your calls again. He'll be furious if he finds out.
- I'm sure Georgia'd _____ a cruise to a business trip.

...../6

6 Complete the sentences with *for*, *to* or *-*.

- The company gave _____ the manager a present for his services.
- Give the report _____ Mr Brown, please.
- Victoria Branston explained the secrets of her successful career _____ the audience.
- His parents cannot possibly lend _____ him £10,000 because they simply don't have much money.
- John's bought a brand new computer _____ his office.
- Anne will be away for a few days so don't send _____ her any emails till the end of the week.
- The boss bought some flowers _____ his secretary. It's a way of telling her she's doing a great job.
- Arnold made a promise _____ his employer not to be late again.
- He cooked dinner _____ her to celebrate her promotion.
- He's already damaged my new CD player. No, I'll never lend it _____ him again.

...../9

7 Complete the text with one word in each gap.

I understand (0) *your* problem. Do you carry (1) working where you are, or take a risk and start looking for a better job? I know you would (2) to send an email (3) a friend to ask (4) some advice, but you have to make a decision! It's not a simple decision like whether you should lend a book (5) a friend – this time it's your career that you have to think about. Personally, I would (6) stay at school for 40 years than (7) up my mind, but you had (8) decide soon! So tell yourself you have to (9) the effort right now and write a letter (10) that company today, applying for the job!

.... / 10

8 Your teacher has asked a group of students to write an article about how students can learn a foreign language better and faster. This article will be published in the next issue of the school magazine and will probably interest younger or less experienced learners of foreign languages. Write a paragraph of the article giving the readers some advice and tips on how they could organise their learning better.

[The page contains faint horizontal lines, suggesting it was part of a lined notebook or document.]

...../10

FINAL SCORE/70

Unit Test 16

Name: _____

Section 1

Reading

1 Read the questions and the text. For each question, choose the correct answer (A, B, C or D).

- According to the author,
A everyone enjoys looking for bargains.
B none of us can avoid shopping completely.
C people go to shopping centres to save time.
D shopping centres are great places to meet new people.
- According to the author, some shoppers don't like
A spending time travelling to shops.
B having items delivered to their home.
C using a credit card to pay for their shopping.
D going to the cinema in a shopping centre.
- One disadvantage of shopping online which the author mentions is that
A it's not always safe to pay by credit card.
B it can take weeks to find the item you want.
C searching the internet can be very difficult.
D it's inconvenient to return items you don't like.
- What does the author say about shopping by phone?
A They always deliver good quality products.
B You don't usually pay by credit card.
C Supermarket staff are always extremely helpful.
D The shop sometimes has to make decisions for you.
- In the author's opinion,
A it's nice to have a friendly relationship with shopkeepers.
B modern methods of shopping won't affect small shops.
C small shops will get more business as their owners are friendly.
D shopping is a very enjoyable and relaxing activity.

...../10

Shop till you drop

Whether it's buying something to cook for dinner, choosing some new clothes or picking up a gift for a friend's birthday, we all have to shop. Nowadays most people are so busy that they don't want to spend a lot of time shopping. Fortunately, there is a variety of shopping options, something to meet everyone's needs.

For some people, shopping is a pleasant experience, a chance to meet a friend and spend the day going from shop to shop in one of the new, modern shopping centres. They enjoy looking for bargains, especially in shops that sell brand names. They don't mind trying on lots of different clothes – it all adds to the enjoyment of the day. After a hard day's shopping, they'll often see a film at one of the cinemas at the shopping centre,

or have dinner at one of the many restaurants there.

Other people prefer shopping quickly and easily from their own home by shopping online. All they have to do is search the internet for the item they want to buy, read about it and place an order for it, using a credit card. It's fast, easy and convenient. Of course, you have to wait for the item to be delivered to your home, which can take from two days to two weeks and, if you don't like the item when you get it, you'll have to pack it up and return it to the company. There's no time wasted travelling to and from a shopping centre, no searching for the item you want, and no trying on.

Many shops also accept orders placed by

phone. You can call your local supermarket, for example, and give them a list of the items you want to buy. One of their staff will gather all the items you want, charge them to your credit card, and deliver them to your home. Of course, you'll still have to put everything away once it's delivered, and you may not be happy with the quality of fresh fruit and vegetables they've selected for you, but it does save you a lot of time.

So there are many ways a busy modern person can shop. No matter which method you choose, it seems the end of the small family-owned shop cannot be far away. Personally, even though I don't enjoy shopping, I do like having a chat with my neighbourhood shopkeepers.

Listening

CD Track 19

2 You will hear a woman talking about shopping therapy. For each question, write a word or short phrase in each gap to complete the sentences.

- Some people go shopping to make themselves _____
- When people go shopping they think they should find a good _____
- The situation is worse when the shops have _____
- Shop assistants often have trouble working the _____ machine.
- When you finish shopping, you'll have lots of unwanted _____

...../10

Section 2

Vocabulary

- 3 Solve the clues and find the words in the wordsearch puzzle.

c	u	s	b	c	o	r	o	c
a	l	h	i	d	f	e	r	r
t	z	o	k	u	r	c	m	e
a	i	p	e	h	b	e	l	d
l	b	a	r	g	a	i	n	i
o	l	h	q	a	k	p	r	t
g	m	o	b	p	j	t	b	c
u	p	l	s	h	u	a	d	a
e	m	i	o	y	t	g	m	r
p	z	c	h	e	q	u	e	d

- Someone who can't stop shopping.
- A piece of paper from the bank which you can use instead of money.
- A piece of paper the cashier gives you every time you pay.
- You can order products which you receive by post from a
- A plastic card you can use to pay if you don't have cash.
- A product at an unusually low price.

...../6

- 4 Complete the sentences with the correct word or phrase in the box.

try on • take back • brand name
consumer • for sale • on delivery
second-hand • bill • department store
guarantee

- Shop owners usually don't care about *consumer* rights.
- These trousers look great but I won't buy them unless I them
- If a product is not working properly, you should it to the shop where you bought it.

- I don't care if these shoes are a All I want is something elegant.
- That old building is
- We've agreed to pay cash
- He won't be so happy when he receives the
- A is a big shop with a large number of goods.
- I'd love to buy a brand new car but I can only afford a one.
- When you buy a computer, you are usually given a for one or two years that it will work without problems.

...../9

Grammar

- Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.
- Even though shopping over the internet is more convenient it is not popular. **although**
Shopping over the internet is *not popular although it is* more convenient.
- She hasn't got much money but she spends a lot buying clothes. **even**
She spends a lot buying clothes got much money.
- The price was high but I decided to buy it. **spite**
I decided to buy it high price.
- Although the car was a bargain, I decided not to buy it. **fact**
Despite was a bargain, I decided not to buy it.
- Even though I complained, they did not replace the torn jacket. **complaints**
Despite did not replace the torn jacket.
- In spite of the high prices, the shop is very popular because of its high-quality products. **has**
Although prices, the shop is popular because of its high-quality products.

...../5

6 Choose the correct answer.

- 0 I could borrow your credit card, couldn't I / could I?
- 1 Let's go shopping, let's we / shall we?
- 2 Don't forget to ask for the receipt, do you / will you?
- 3 You haven't bought all these shoes, did you / have you?
- 4 It's a bargain, isn't it / doesn't it?
- 5 Mary didn't spend all her salary at the shopping centre yesterday, did Mary / did she?
- 6 I am your best customer, don't I / aren't I?
- 7 But you had the receipt somewhere in your bag, didn't you / hadn't you?
- 8 Nobody told us a credit card was needed, didn't they / did they?
- 9 George goes shopping on Saturdays, doesn't he / does he?
- 10 I am not supposed to pay for that one too, am I / aren't I?

..... /10

Use of English

7 Complete the text with the correct form of the words in brackets.

As the years pass, more and more ways are (0) invented (**invent**) to encourage people to buy more. Apart from the classic ways like going to a (1) shop (**shop**) centre or ordering through a mail-order catalogue, now you can buy the (2) produce (**produce**) you wish online. Sales (3) manage (**manage**) do their best for the (4) convenient (**convenient**) of their customers including free (5) deliver (**deliver**). In fact, a large number of consumers buy more than they need either in the (6) sale (**sale**) because the prices are lower, or all year round because they are influenced by (7) advertise (**advertise**). As a result, (8) consume (**consume**) has increased dramatically. However, there's a negative side too. Some people have become (9) addict (**addict**) while others often express (10) complain (**complain**) about high prices and low quality.

..... /10

Writing

- 8 You work for a travel agency which specialises in guided tours in your area. Part of these tours includes time for shopping. Your manager has asked you to visit two local shops that you think tourists would be interested in and compare their services and products. Write a report for your manager and recommend the shop you think will satisfy the tourists.

To: Mr J. Brown

From:

Subject: Shop suitable for our tourists

Introduction

As requested, I have visited and My findings are outlined below.

(1st shop)

.....
.....
.....

(2nd shop)

.....
.....
.....

Recommendation

.....
.....
.....

..... /10

FINAL SCORE /70

Term Test 3

Name: _____

Section 1

Reading

1 The people below all want to buy a book. Read the eight book reviews and decide which would be most suitable for the following people. For questions 1-5, write the correct letter (A-H). There are three extra letters which you do not need to use.

- 1 Sarah belongs to an environmental group. She enjoys books about nature and protecting the environment.
- 2 Fred is interested in the latest technology. He wants to know everything about it!
- 3 Imogene has just finished school. She needs advice about finding a job.
- 4 George is keen on travelling. He is thinking of planning a new holiday.
- 5 Tessa wants to start a new business and wants to read something by a successful businessperson.

...../10

A How to Achieve Your Dreams

Stephan O'Neill, who knows what it is like to be poor, is the author of this book. It tells the real life story of how hard work can get you anywhere you want to be in life. He now owns a supermarket franchise.

B The Flowers are Crying

A sad but very well-written piece of fiction describing life in a small country town through the eyes of a little girl over a hundred years ago. The author is Meg Harris.

C A Voyage Overseas

Written in the style of a journal, Clare Coucher tells us about her long journey around the world to find a way to stop pollution. The countryside is beautifully described. A book you must read if you love this Earth.

D Modern Technology – A Mistake?

Sima Chandla powerfully explains the threat her country is facing from modern technology taking it over. Anyone who is worried about what our future holds will need to read this.

E We All Need It

Dr H Strauss is a big fan of progress. Here he explains what modern developments are taking place at the moment and how we can expect computerisation to increase. A book for techno-lovers, but also readable for those of us who know very little about the subject.

F Historical Facts in a New Light

Maybe you think you know history or maybe you're interested in learning more. Miriam Phillips has a new way of looking at our past. Learn things you have never imagined in this fantastic book of historical interest.

G Escape to Another Land

Joe Barclay tells his experiences as a full-time tourist. He hasn't missed one continent, one country or one town. They're all in here, in this super book of travels. From weekend trips to London or 2-year journeys through Africa, it's got it all.

H The Right Position for You

At 14 years old, Janice Brand already owned her own dot.com company. Over the last ten years she has been in and out of all sorts of jobs and has used this experience to write this fantastic book. The book is aimed at helping young people decide what career will suit them. We recommend it to all young people who are beginning to step into adulthood.

Listening CD Track 20

2 You will hear a woman called Georgina talking on a radio show about her travels around the world. For each question, choose the correct answer (A, B or C).

- 1 Georgina first worked
A as a shop assistant.
B in India.
C as a maths teacher.
- 2 What did Georgina want to do while she was working in Wales?
A open a shop in India.
B start a business.
C keep her job.
- 3 Was Georgina's first shop a success?
A No, she had to get more clothes from India.
B Yes, because the clothes were cheap.
C Yes, because she managed to sell the clothes quickly.
- 4 Georgina went to Africa
A to find new clothes.
B because she enjoyed travelling.
C so she could travel by coach and ship.
- 5 Georgina's shops
A are in many countries.
B will be sold by her daughter.
C haven't been around for a long time.

...../10

Section 2

Grammar

3 Complete each sentence so that it means the same as the sentence before it, using the word given. Use no more than five words. There is an example at the beginning (0).

- 0 If she doesn't apologise right now, I won't talk to her again. **unless**

I won't talk to her again
unless she apologises right now.

- 1 An expert redecorated my shop. **had**
I _____ by an expert.
- 2 'When will you graduate from university?' asked Mary. **I**
Mary asked me _____ from university.
- 3 It's a pity I turned down that job. **not**
I wish _____ that job.
- 4 My uncle is developing a new product. **is**
A new product _____ by my uncle.
- 5 'Can you help me tomorrow?' asked Jim. **if**
Jim asked _____ the following day.
- 6 Branston's has lifted thousands of workers above the poverty level. **have**
Thousands of workers _____ Branston's above the poverty level.

...../6

4 Choose the correct answer. There is an example at the beginning (0).

- 0 **Even though/Despite** he likes travelling, he hasn't had a holiday for years.
- 1 You haven't forgotten your passport, **have you/did you?**
- 2 You **'d better/prefer** watch out because the road is slippery.
- 3 I wonder if **could you/you could** help me.
- 4 The repairs **will be finishing/will have been finished** by Monday evening.
- 5 I **prefer/would rather** go camping than stay in the city.
- 6 She **'d been working/has worked** for 25 years as a manager before she retired.

- 7 **In spite/Despite** of her efforts, the forest was not saved.
- 8 Let's go swimming, **let's not/shall we?**
- 9 He **had already been starting/had already started** his own business when he became famous.

...../9

Vocabulary

5 Complete the sentences using the correct word or phrase in the box. There is an example at the beginning (0).

part-time • bargain • call • guided tour
pollution • qualifications • recycling
package holiday

- 0 He received a **call** from his aunt late last night.
- 1 The _____ I booked included accommodation and the air tickets.
- 2 The price is extremely low. Let's buy it. It's a _____.
- 3 She went on a _____ of the area because she wanted to know more about its history.
- 4 _____ is a cheap way to reduce the amount of rubbish in the world.
- 5 _____ destroys the environment and makes our life miserable.
- 6 I am afraid you don't have the necessary _____ for the job.
- 7 She works _____ because she's a student and needs time to study.

...../7

6 Choose the correct answer. There is an example at the beginning (0).

- 0 It was foggy and he couldn't make **out/up** the shape of the ship.
- 1 You don't have to go **in/on** a diet again. You look great.
- 2 Can you turn **in/off** the radio, please?
- 3 Members of the ecological group handed **out/to** leaflets with their suggestions for the solution to the problem.
- 4 You can't find her because she's **in/on** holiday.

- / 8

.... /10

8 You spent a week in a hotel in the countryside. The surroundings were beautiful, but the staff were rude and the hotel was old and dirty. Write a letter to the travel agent who booked the holiday for you and explain what happened. Ask for some of your money back.

[illegible]

.... /10

FINAL SCORE/70

Section 1

Reading

1 Read the questions and the text. For each question, choose the correct answer (A, B, C or D).

- Who is the writer speaking to?
A teachers
B young children
C parents
D children and parents
- The writer tells parents
A not to play outside.
B to take their kids for a bike ride.
C to play in the rain.
D to play football in the rain.
- According to the writer, why may summer clubs be a good idea?
A because they keep the children active
B because they are only for children
C because they are always free
D because every council organises one
- According to the writer, 'green clubs' are
A less popular than they used to be.
B educational, fun and healthy.
C the same price as summer clubs.
D only for children who work hard.
- In the final paragraph, the writer recommends using the internet
A to play games with people in different places.
B to find out where the summer clubs are held.
C in order to gain knowledge about the world.
D to prove to your parents that they are wrong.

...../10

School's out for summer!

At the end of the school year most students and teachers – and often the parents too – are looking forward to the summer holidays. Exams are finished, the weather is getting hotter and we all need a rest.

But is it really a rest? Why rest when there are so many things to do? Don't sit around all day watching TV! Now, parents, listen up, I'm not just talking to your children here. I'm talking to you too! Okay, you live in Britain and you can't take your kids to the beach because it's raining. You can't take them to play football because the pitch is wet and slippery and you can't take them for a bike ride in the park either, but don't worry! Why don't you let your kids enjoy what the rain has to offer? I bet you've never been caught in a storm without worrying about getting wet or catching a cold, right? Well, now's the time to do it. Turn up the heater and make sure there's enough hot water for a nice long shower and send your kids outside to play in the rain! You can join them too! You'll be

surprised at how much fun it is running around on the lawn getting wet and muddy! Be a kid again!

If you or your kids don't like the idea of enjoying what nature has to offer and you think you can't afford another trip to the cinema or the fun park, or you need a way to stop them from watching TV and playing on the computer all day, then the answer is 'summer clubs'. There are many different kinds suitable for most children. Probably the most popular are the clubs which focus on sports activities. Children and adults can play football, cricket and basketball, all indoors. Many of them also have indoor swimming pools. Small sports events are held every weekend, so as to get people involved in healthy competition. Check in your area to see if the local council organises one. They're often free of charge, too!

Another kind of summer club, which more and more children are enjoying these days,

is a 'green club'. They may be a little expensive, but at these clubs kids learn how to protect the environment. Often a group is taken for a picnic in the countryside or swimming at a beach. They then help pick up litter, but in a fun way, with lots of games. There are also prizes for the children who work the hardest. It's a lovely way for your child to get lots of exercise, become more aware of environmental problems and feel that they can make a difference.

Now, for all you kids out there, if you can't manage to attend any clubs this summer why not use that computer to your advantage? Search for interesting information online about subjects your parents may not know anything about. Be smarter than them. Learn about asteroids, aliens, UFOs. Find out some interesting information about the area you live in. Discover what is out there. The world isn't as small as people say – find out what makes the world such a spectacular place!

Listening

CD Track 21

2 You will hear an interview between a man called Andrew and a woman called Janet about books for the summer. For each question, write a word or short phrase in each gap to complete the sentences.

- books are not about facts.
- Charlie catches and shoplifters.
- In *The Weird Ghost*, the town
- Chris Bates' book isn't written for, but they might also find it useful.
- Janet recommends reading a of a famous person.

Section 2

Grammar

3 Choose the correct answer.

- The man *was washing/washed* the dishes when he saw a strange light.
- She *already finished/had already finished* her homework when I saw her.
- This time tomorrow I *will have flown/will be flying* above the Pacific Ocean.
- Send me a card when you *arrive/will arrive*.
- You haven't had lunch yet, *haven't you/have you?*

...../5

4 Complete the sentences by using the correct form of the verbs in brackets.

- If I were you, I (send) her some flowers.
- Unless she (study) hard, she won't get high grades.
- If she had listened carefully, she (make) that mistake.
- (you help) me if I asked you?
- If you put an ice cube on fire, it (melt).

...../5

5 Complete each sentence so that it means the same as the sentence before it, using the word given. Use no more than five words. There is an example at the beginning (0).

- If she doesn't apologise right now, I won't talk to her again. **unless**
I won't talk to her again
..... *unless she apologises* right now.
- A mechanic repaired John's car. **his**
John repaired.
- Mary is not as strong as Christine. **stronger**
Christine Mary.
- It's a shame I didn't accept her offer. **only**
If her offer.

- John danced a lot when he was a boy but he doesn't any more. **used**

John a lot when he was a boy.

- He went to a department store. He spent all his pocket money there. **where**

He went to a
spent all his pocket money.

...../5

6 Rewrite the sentences in reported speech.

- 'I don't want to go to university,' he said.
He said
- 'I haven't seen her for a long time,' she said.
She said
- 'Can I go out tonight, Dad?' Mary asked.
Mary asked her dad
- 'Why are you washing the car now?' she asked him.
She asked him
- 'Could I help you?' she said.
She wanted to know

...../5

Vocabulary

7 Write one word in each gap to complete the text. There is an example at the beginning (0).

I'd been looking (0) *for* a job for ages so when I saw the ad in the newspaper I applied
(1) it right away. The next day, I
(2) a message about an interview.
Unfortunately, I must have turned the alarm
(3) so I woke up late and
I (4) the bus. When I arrived
I apologised (5) being late and I told

them I was determined (6) work hard. The job turned (7) to be a good one. I pick (8) tourists from the airport. I'm with them when they go (9) a guided tour and my job finishes only when their plane takes (10) taking them back to their country.

...../10

8 Complete the sentences using the correct word in the box. There is an example at the beginning (0).

let • take • commit • go • achieve
spend • arrest • course • plot
time • humour

- 0 The traffic warden *let* us off with a warning.
- 1 If you do that, you'll a crime.
- 2 Why don't you up a hobby?
- 3 He did not his goals.
- 4 She wants to on a business trip.
- 5 If only I could more time with you.
- 6 'You are under', said the policeman.
- 7 She attends a writing as she wants to become a journalist.
- 8 The film wasn't bad, but the was not very interesting.
- 9 For the being I'm too busy to do it.
- 10 He's got a great sense of

...../10

Use of English

9 Read the text and decide which answer (a, b or c) best fits each gap. There is an example at the beginning (0).

When I was a boy my (0) *b* was to become a journalist. I found the world of (1) was (2) promising and exciting that I didn't want to do anything else. However, my dad said that I didn't have the (3) After trying several times without

- (4) , I wish I (5) to him. Finally, I made (6) my mind and I believe I'm better (7) selling products. I want to (8) my own company. I intend (9) right now and I believe this is the right (10)

- | | | | |
|----|------------------|-------------------|----------------|
| 0 | a programme | b ambition | c course |
| 1 | a business | b media | c science |
| 2 | a such | b so | c enough |
| 3 | a qualifications | b subjects | c enough |
| 4 | a failure | b success | c ambition |
| 5 | a listened | b was listening | c had listened |
| 6 | a out | b off | c up |
| 7 | a on | b in | c at |
| 8 | a run | b achieve | c score |
| 9 | a to start | b starting | c started |
| 10 | a choice | b choose | c chosen |

...../10

10 Complete the text with one word in each gap.

Parents always like to (1) their children advice, but teenagers don't always welcome it. The truth (2) that parents want to help, but they often sound boring and make the kids think they (3) involving themselves in their lives too much. In the past, parents (4) not care about their children's opinions so much, but that (5) changed. Years ago, parents (6) to tell their children what to do, but modern parents want to work together with their child. Nowadays, on occasions when a child should (7) punished, they can easily get their parents to (8) them off. (9) this change in the future? Somehow I doubt it, as things are better now. I think parents and children ought (10) have a good relationship, don't you?

...../10

Writing

11 Do ONE of the following tasks:

- 1 Your teacher has asked you to write an **article** for the school magazine.
The title is 'Tips for Newcomers' and it is for students who have just come to your school and feel they need some advice.
- 2 You went on a cruise in the Mediterranean, but you were not satisfied at all and you found the advertisement misleading. Read the advertisement and your notes below and write a **letter of complaint** to the cruise company. Explain in detail what went wrong and ask for a refund or another cruise on a better boat.

Sleepy Cruises

Visit 10 islands in 10 days!
Enjoy our luxurious cabins
and Mediterranean food
by our French chef.
Guided tours on every island.
Special rates for couples.

~

Book now on 12345123

Visited only 3!

mainly burgers and chips

Guided tours: only in French - we could not understand

cabins: dirty and narrow

Not a chef, just a cook

...../20

FINAL SCORE/100

Tests Answer Key

UNIT TEST 1

Exercise 1

- | | |
|-----|-----|
| 1 A | 4 A |
| 2 B | 5 A |
| 3 A | |

Exercise 2

- 1 French teacher
- 2 uniform
- 3 term
- 4 timetable (for the term)
- 5 lunch break

Exercise 3

- | | |
|-----|------|
| 1 b | 6 a |
| 2 c | 7 b |
| 3 b | 8 b |
| 4 a | 9 c |
| 5 a | 10 b |

Exercise 4

- 1 have got
- 2 at
- 3 stuck
- 4 ambition
- 5 take

Exercise 5

- 1 is
- 2 wake
- 3 picks
- 4 rarely have
- 5 doesn't get
- 6 is taking
- 7 loves
- 8 is studying
- 9 is always talking
- 10 do you finish

Exercise 6

- | | |
|-----------|--------|
| 1 of | 4 at |
| 2 forward | 5 with |
| 3 to | |

Exercise 7

- | | |
|-----|------|
| 1 c | 6 b |
| 2 a | 7 c |
| 3 c | 8 a |
| 4 b | 9 a |
| 5 b | 10 c |

Exercise 8

- | | |
|-----|-----|
| 1 D | 4 B |
| 2 A | 5 E |
| 3 C | |

UNIT TEST 2

Exercise 1

- | | |
|-----|-----|
| 1 F | 4 A |
| 2 C | 5 E |
| 3 B | |

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 B | 5 C |
| 3 C | |

Exercise 3

- | | |
|-----|------|
| 1 c | 6 a |
| 2 e | 7 g |
| 3 b | 8 k |
| 4 f | 9 i |
| 5 d | 10 j |

Exercise 4

- 1 reply
- 2 terrible
- 3 marvellous
- 4 it's great
- 5 tiny

Exercise 5

- 1 was reading
- 2 heard
- 3 opened
- 4 didn't / did not see
- 5 appeared
- 6 screamed
- 7 realised

8 turned

9 was

10 was moving

Exercise 6

- 1 used to love
- 2 would watch
- 3 never used to believe
- 4 always used to
- 5 managed to land

Exercise 7

- | | |
|-----|------|
| 1 b | 6 b |
| 2 b | 7 a |
| 3 d | 8 a |
| 4 a | 9 c |
| 5 a | 10 a |

UNIT TEST 3

Exercise 1

- | | |
|-----|-----|
| 1 E | 4 B |
| 2 A | 5 F |
| 3 D | |

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 A | 5 A |
| 3 B | |

Exercise 3

- 1 under arrest
- 2 commit
- 3 arrested for
- 4 not allowed
- 5 against the law
- 6 pass a law
- 7 break the law
- 8 punishment

Exercise 4

- 1 c
- 2 c
- 3 c
- 4 b

- 5 c
6 a
7 a

Exercise 5

- 1 was
2 amount
3 is
4 little
5 hair
6 a piece of

Exercise 6

- 1 The
2 the, a
3 the
4 The, the, a, the, -

Exercise 7

- 1 a 6 the
2 off 7 make
3 was 8 the
4 in 9 let
5 lot/load 10 for

Exercise 8

- 1 D 6 G
2 B 7 H
3 A 8 E
4 C 9 I
5 F 10 J

UNIT TEST 4

Exercise 1

- 1 C 4 A
2 A 5 B
3 A

Exercise 2

- 1 1959
2 funny
3 children
4 unemployed
5 presenter

Exercise 3

- 1 celebrities
2 interview
3 journalist
4 media
5 stars

Exercise 4

- 1 specialises
2 end
3 have
4 produce
5 runs
6 get on really well
7 came
8 includes
9 like
10 contact

Exercise 5

- 1 gone
2 read
3 been writing
4 already
5 yet
6 for
7 been working
8 met
9 still
10 been listening

Exercise 6

- 1 as tall as
2 is worse than
3 the best singer
4 more expensive than
5 less important than

Exercise 7

- 1 harder
2 dishonest
3 unemployed
4 better
5 uncertain
6 more
7 less
8 uncomfortable
9 untidy
10 further

UNIT TEST 5

Exercise 1

- 1 B 4 B
2 B 5 A
3 A

Exercise 2

- 1 C 4 B
2 C 5 A
3 A

Exercise 3

- 1 to
2 for
3 prepare
4 prevent
5 likely
6 responsible

Exercise 4

- 1 repairing
2 discovered
3 machine
4 investigation
5 developed
6 calculate
7 engine
8 collide
9 take

Exercise 5

- 1 am going to
2 Shall
3 will
4 is going to
5 will
6 am not going to
7 Will
8 will

Exercise 6

- 1 departs
2 arrive
3 am staying
4 starts
5 am coming
6 hits
7 takes

Exercise 7

- 1 going
- 2 is
- 3 When/After/If
- 4 will
- 5 leaves/goes
- 6 will
- 7 for
- 8 will
- 9 get
- 10 for

Exercise 5

- | | |
|-----|-----|
| 1 a | 4 c |
| 2 f | 5 e |
| 3 b | 6 d |

Exercise 4

- | | |
|-----|-----|
| 1 a | 4 e |
| 2 f | 5 c |
| 3 b | 6 d |

Exercise 6

- 1 investigation
- 2 trouble
- 3 escape
- 4 prevented
- 5 arrested
- 6 revision
- 7 broke
- 8 interview
- 9 subjects

Exercise 5

- 1 can
- 2 should
- 3 could
- 4 can't
- 5 be able to
- 6 must
- 7 ought

TERM TEST 1

Exercise 1

- | | |
|-----|-----|
| 1 B | 4 C |
| 2 B | 5 C |
| 3 A | |

Exercise 7

- | | |
|-----|------|
| 1 c | 6 a |
| 2 b | 7 c |
| 3 b | 8 c |
| 4 a | 9 b |
| 5 c | 10 a |

Exercise 6

- 1 must
- 2 might
- 3 could
- 4 can't
- 5 have to
- 6 don't have to
- 7 ought
- 8 may

Exercise 2

- 1 favourite star
- 2 green hair
- 3 asteroids
- 4 rocket
- 5 (weird) ghost stories

UNIT TEST 6

Exercise 1

- | | |
|-----|-----|
| 1 D | 4 C |
| 2 B | 5 F |
| 3 A | |

Exercise 7

- | | |
|-----|------|
| 1 c | 6 b |
| 2 b | 7 a |
| 3 a | 8 c |
| 4 a | 9 a |
| 5 c | 10 c |

Exercise 3

- 1 was walking
- 2 used to collect
- 3 believe
- 4 been
- 5 friendly
- 6 are coming
- 7 some
- 8 best
- 9 the

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 C |
| 2 C | 5 B |
| 3 A | |

Exercise 8

- | | |
|-----|-----|
| 1 B | 4 E |
| 2 D | 5 A |
| 3 C | |

Exercise 4

- 1 has been working
- 2 am going
- 3 wants
- 4 was planning
- 5 passed
- 6 haven't seen

Exercise 3

- 1 trust
- 2 show off
- 3 gossip
- 4 secure
- 5 selfish
- 6 arrogant
- 7 ridiculous
- 8 respect
- 9 jealous

UNIT TEST 7

Exercise 1

- | | |
|-----|-----|
| 1 C | 4 A |
| 2 C | 5 A |
| 3 B | |

Exercise 2

- Speaker 1 C
Speaker 2 F
Speaker 3 A
Speaker 4 E
Speaker 5 B

Exercise 3

- 1 a 5 c
2 d 6 e
3 g 7 f
4 b

Exercise 4

- 1 remote control
2 reviews
3 concerts
4 ballet
5 funfair
6 museum
7 gallery
8 restaurant

Exercise 5

- 1 must
2 should
3 can't
4 could
5 may
6 must

Exercise 6

- 1 to buy
2 going
3 acting
4 to book
5 to come
6 to become
7 to visiting
8 watching
9 going

Exercise 7

- 1 b 6 a
2 a 7 b
3 b 8 a
4 b 9 a
5 a 10 c

UNIT TEST 8

Exercise 1

- 1 C 4 B
2 D 5 A
3 A

Exercise 2

- 1 B 4 B
2 A 5 A
3 B

Exercise 3

- 1 f 4 d
2 c 5 a
3 b 6 e

Exercise 4

- 1 in
2 stop
3 out
4 relationship/friendship
5 nothing
6 solution
7 advice
8 up
9 a

Exercise 5

- 1 would help
2 promises
3 asked
4 has
5 were
6 will understand
7 will succeed

Exercise 6

- 1 When
2 as soon as
3 After
4 until
5 fail
6 would
7 are
8 solved

Exercise 7

- 1 possibility
2 responsibility
3 intelligence
4 difference
5 involvement
6 performance
7 confidence
8 relationship
9 importance
10 patience

UNIT TEST 9

Exercise 1

- 1 B 4 B
2 A 5 A
3 B

Exercise 2

- 1 finish (their acts)
2 tell jokes (well)
3 hilarious
4 comedian
5 sense of humour

Exercise 3

- 1 roared
2 humour
3 sitcoms
4 comedian
5 punchline
6 laughter
7 hilarious
8 straight face
9 funny

Exercise 4

- 1 in
2 of
3 to
4 to
5 about
6 from

Exercise 5

- 1 had known
2 wouldn't have been
3 wouldn't have sent

- 4 had acted
- 5 hadn't had
- 6 wouldn't have put
- 7 would have enjoyed

Exercise 6

- 1 Peter Sellers was an excellent actor whose films were very popular.
- 2 We saw a film yesterday which was not funny at all.
- 3 Hollywood is a place in California where a lot of companies have their studios.
- 4 I don't know the reason why John bought a pink suit.
- 5 Everybody was looking at his feet when he realized he was still wearing his slippers.
- 6 He showed me a trick that was very funny.
- 7 This is a funny film in which the hero is a clumsy police inspector.
- 8 We are talking about a man who has a good sense of humour.

Exercise 7

- | | |
|-----|------|
| 1 a | 6 a |
| 2 b | 7 c |
| 3 a | 8 a |
| 4 c | 9 c |
| 5 b | 10 b |

UNIT TEST 10

Exercise 1

- | | |
|-----|-----|
| 1 F | 4 H |
| 2 C | 5 A |
| 3 B | |

Exercise 2

- Speaker 1 F
Speaker 2 A
Speaker 3 C
Speaker 4 E
Speaker 5 D

Exercise 3

- 1 cheated
- 2 won
- 3 scored
- 4 beat
- 5 lost
- 6 drew
- 7 played
- 8 supported
- 9 prevented

Exercise 4

- 1 takes
- 2 passes
- 3 finds
- 4 takes
- 5 spend
- 6 For the time being

Exercise 5

- 1 was not cheap enough
- 2 such a demanding training programme
- 3 not strong enough to
- 4 was so exciting that
- 5 unless they win
- 6 hadn't broken his
- 7 would take up
- 8 is too young to

Exercise 6

- 1 don't know
- 2 would not have started
- 3 would swim
- 4 will never know
- 5 had been
- 6 broke
- 7 hadn't encouraged

Exercise 7

- 1 from
- 2 time
- 3 enough
- 4 so
- 5 unless
- 6 such
- 7 fit
- 8 Too
- 9 part
- 10 record

TERM TEST 2

Exercise 1

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 A | 5 B |
| 3 B | |

Exercise 2

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 C | 5 B |
| 3 C | |

Exercise 3

- 1 such a funny film
- 2 is not fast enough
- 3 he would have met
- 4 I were you
- 5 if you tell me
- 6 this acrobat whose shows
- 7 should not have embarrassed

Exercise 4

- 1 to become
- 2 practise
- 3 where
- 4 have finished
- 5 buying
- 6 must
- 7 can
- 8 enter

Exercise 5

- 1 do
- 2 Have
- 3 take
- 4 do
- 5 pick
- 6 take
- 7 make
- 8 make

Exercise 6

- 1 set
- 2 plot
- 3 fall
- 4 humour
- 5 strict
- 6 shy
- 7 made

Tests Answer Key

Exercise 7

- 1 intelligence
- 2 importance
- 3 patience
- 4 responsibility
- 5 appearance
- 6 confidence
- 7 relationship
- 8 difference
- 9 excitement
- 10 Friendship

UNIT TEST 11

Exercise 1

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 A | 5 E |
| 3 F | |

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 B |
| 2 A | 5 A |
| 3 B | |

Exercise 3

- 1 pollution
- 2 environment
- 3 landfill
- 4 recycle
- 5 dump
- 6 waste
- 7 packaged
- 8 bin
- 9 disposal

Exercise 4

- 1 Look out
- 2 make out
- 3 broke out of
- 4 turned out
- 5 bring out
- 6 fallen out

Exercise 5

- 1 is destroyed by
- 2 is being built
- 3 will have been recycled
- 4 are going to be planted

- 5 have installed
- 6 is being cleaned by
- 7 is made of
- 8 was destroyed by

Exercise 6

- 1 I am going to have my car repaired.
- 2 Our neighbour will have new central heating installed.
- 3 We are having the lawn mown right now.
- 4 We had our washing machine repaired.
- 5 Mary has had her house designed by an architect.
- 6 He must have his broken leg examined (by a doctor).
- 7 John had had his house built by a construction company before it was destroyed by the fire.

Exercise 7

- | | |
|-----|------|
| 1 c | 6 b |
| 2 c | 7 b |
| 3 a | 8 a |
| 4 a | 9 c |
| 5 b | 10 c |

UNIT TEST 12

Exercise 1

- | | |
|-----|-----|
| 1 B | 4 C |
| 2 A | 5 B |
| 3 D | |

Exercise 2

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 A | 5 C |
| 3 B | |

Exercise 3

- 1 ring
- 2 speak
- 3 talk
- 4 listen
- 5 listen

Exercise 4

- 1 it's here to stay
- 2 shake
- 3 development
- 4 shrug
- 5 meaning
- 6 communication
- 7 might as well
- 8 introduce
- 9 gestures
- 10 the chances are

Exercise 5

- 1 had arrived
- 2 had been writing
- 3 'd already sent
- 4 'd been trying
- 5 had bought
- 6 had just hung

Exercise 6

- 1 she wanted to see
- 2 said he would call
- 3 he was watching TV
- 4 told Tom Karen was going
- 5 we had to help
- 6 he had been working
- 7 that was the coolest mobile
- 8 he had received
- 9 she could not stand

Exercise 7

- 1 thought(s)
- 2 beliefs
- 3 describe
- 4 height
- 5 length
- 6 ability
- 7 decision
- 8 explanation
- 9 choose
- 10 practise

UNIT TEST 13

Exercise 1

- | | |
|---------|---------|
| 1 C | 6/7 C/D |
| 2/3 A/B | 8 A |
| 4 B | 9 D |
| 5 B | 10 B |

Exercise 2

- handwritten letter
- volunteer work
- a suit and tie
- heavy make-up
- make a mistake

Exercise 3

- part-time
- experience
- self-employed
- full-time
- temporary
- commission
- salary
- wages

Exercise 4

- | | |
|---------|------|
| 1 for | 5 in |
| 2 about | 6 in |
| 3 for | 7 of |
| 4 on | |

Exercise 5

- to know where
- made Juan hand
- Sarah whether she would
- mind reminding me of
- wonder if you could
- what the meeting was
- what she did
- why he needed
- caused Sally to

Exercise 6

- I could
- I wanted
- whether
- I will
- if
- the time is

Exercise 7

- as
- get
- apply
- interview
- was
- why
- how
- if/whether
- about
- what

UNIT TEST 14

Exercise 1

- | | |
|-----|-----|
| 1 B | 4 C |
| 2 A | 5 A |
| 3 C | |

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 B |
| 2 A | 5 C |
| 3 C | |

Exercise 3

- | | |
|-----|-----|
| 1 f | 5 b |
| 2 e | 6 d |
| 3 g | 7 c |
| 4 a | |

Exercise 4

- passport
- package
- cabin
- cruise
- flight
- borders
- mind
- explored

Exercise 5

- will have visited
- will be working
- will have found
- will be sunbathing
- will have been
- will be sailing

Exercise 6

- I had booked
- only I had taken
- could turn time
- I had remembered
- only you could
- wish I had
- will have arrived
- will be travelling
- I had

Exercise 7

- on
- only
- of
- wish
- go
- have
- on
- be
- spent
- was

UNIT TEST 15

Exercise 1

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 B | 5 B |
| 3 A | |

Exercise 2

- Speaker 1 C
Speaker 2 A
Speaker 3 E
Speaker 4 B
Speaker 5 D

Exercise 3

- | | |
|-----|------|
| 1 a | 6 c |
| 2 b | 7 b |
| 3 a | 8 c |
| 4 b | 9 a |
| 5 b | 10 a |

Exercise 4

- up
- of
- on

4 down

5 up

Exercise 5

1 prefer

2 would rather

3 had better

4 prefer

5 had better

6 prefer

Exercise 6

1 to 6 for

2 to 7 to

3 - 8 for

4 for 9 to

5 -

Exercise 7

1 on

2 prefer

3 to

4 for

5 to

6 rather

7 make

8 better

9 make

10 to

UNIT TEST 16

Exercise 1

1 B 4 D

2 A 5 A

3 D

Exercise 2

1 feel better

2 bargain

3 sales

4 credit card

5 products

Exercise 3

1 shopaholic

2 cheque

3 receipt

4 catalogue

5 credit card

6 bargain

Exercise 4

1 try ... on

2 take ... back

3 brand name

4 for sale

5 on delivery

6 bill

7 department store

8 second-hand

9 guarantee

Exercise 5

1 even though she hasn't

2 in spite of the

3 the fact that the car

4 my complaints, they

5 it has high

Exercise 6

1 shall we

2 will you

3 have you

4 isn't it

5 did she

6 aren't I

7 didn't you

8 did they

9 doesn't he

10 am I

Exercise 7

1 shopping

2 product(s)

3 managers

4 convenience

5 delivery

6 sales

7 advertising/advertisements

8 consumption

9 addicts/addicted

10 complaints

TERM TEST 3

Exercise 1

1 C 4 G

2 E 5 A

3 H

Exercise 2

1 A 4 A

2 B 5 A

3 C

Exercise 3

1 had my shop redecorated

2 when I would graduate

3 I had not turned down

4 is being developed

5 if I could help him

6 have been lifted by

Exercise 4

1 have you

2 'd better

3 you could

4 will have been finished

5 would rather

6 'd been working

7 In spite

8 shall we

9 has already started

Exercise 5

1 package holiday

2 bargain

3 guided tour

4 Recycling

5 Pollution

6 qualifications

7 part-time

Exercise 6

1 on 5 out

2 off 6 on

3 out 7 in

4 on 8 me

Exercise 7

1 shopping

2 assistants

3 decision

4 choice

- 5 products
- 6 strength
- 7 thought(s)
- 8 understood
- 9 consumer
- 10 customer

FINAL TEST

Exercise 1

- 1 D 4 B
- 2 C 5 C
- 3 A

Exercise 2

- 1 Fiction
- 2 burglars, robbers
- 3 vanishes
- 4 parents
- 5 biography

Exercise 3

- 1 was washing
- 2 had already finished
- 3 will be flying
- 4 arrive
- 5 have you

Exercise 4

- 1 would send
- 2 studies
- 3 wouldn't have made
- 4 Would you help
- 5 melts

Exercise 5

- 1 had his car
- 2 is stronger than
- 3 only I had accepted
- 4 used to dance
- 5 department store where he

Exercise 6

- 1 he didn't want to go to university
- 2 she hadn't seen her for a long time
- 3 if she could go out that night
- 4 why he was washing the car at that moment
- 5 if she could help me

Exercise 7

- 1 for
- 2 received/got
- 3 off
- 4 missed
- 5 for
- 6 to
- 7 out
- 8 up
- 9 on
- 10 off

Exercise 8

- 1 commit
- 2 take
- 3 achieve
- 4 go
- 5 spend
- 6 arrest
- 7 course
- 8 plot
- 9 time
- 10 humour

Exercise 9

- 1 b 6 c
- 2 b 7 c
- 3 a 8 a
- 4 b 9 a
- 5 c 10 a

Exercise 10

- 1 give 6 used
- 2 is 7 be
- 3 are 8 let
- 4 did 9 Will
- 5 has 10 to

UNIT TEST 1, Listening, Exercise 2

Man: Good morning and welcome to my class. My name is Mr Hill, but you can all just call me Simon. I'm not only your French teacher for the term, but I'm also your friend, so I don't want to hear any of you calling out 'Sir' because it makes me feel old. Sorry, you'll all have to get used to my terrible sense of humour – don't be afraid to tell me if something isn't funny!

Let me start by saying that I'm very glad to see you're all wearing the correct uniform! You all look very smart and I'm proud to have you in my class. Secondly, I'd like you all to know that you're not just in this class to learn French by doing exercises in your coursebooks – my lessons will be fun!

Today is your first French lesson for the term, so I'm not going to ask you to take your coursebooks out of your bags. You can find the timetable for this term on the school noticeboard, so if you haven't already taken a look, you can after this lesson. As you will see, we have a double lesson tomorrow after the lunch break. But for now I'd like to hear a bit about each of you. Tell me your name, a bit about your family, your interests ...

UNIT TEST 2, Listening, Exercise 2

1

Woman: I've been into the baby's room. I think she's better. Her temperature's dropped and after so many hours she's finally stopped crying.

Man: Oh, is she still awake, though?

Woman: Quite the opposite. She's fast asleep!

2

Woman: It was so scary! Not like a horror film, or monsters or anything like that. Not even ghosts. Really! I saw this thing like a UFO open up and out came something that looked like an alien! I was so afraid!

3

Man: Well, it was like everything was white. Everything was practically invisible. I couldn't really see. Then the kind of fog moved away, and I thought I was going to see the sky, maybe some planets. Then I thought the white stuff was snow but it was my garden and my house had disappeared!

4

Boy: It's not very easy to say what it is. It could be a plane, or maybe it's a UFO! I'm not really sure. Oh, hold on a minute, it seems to be a bird. Yes, that's what it is.

5

Woman: When I was young I would read for hours and hours. I loved reading mysteries, although I never read anything with aliens in it. And, of course, my absolute favourites were scary ghost stories.

UNIT TEST 3, Listening, Exercise 2

Boy: Penny, have you heard? The teacher caught Jack Ryan using a mobile phone during lunch break and took him to the head teacher's office.

Girl: Really? Jack wasn't very smart to do something like that! Why do you think he did it?

Boy: Well, I don't know – he probably wanted to show everyone that he's not afraid to break the rules.

Girl: Ha! You know, Timmy, I think Jack just showed everyone how foolish he really is. He's going to get into big trouble for doing it – you know the school rules about mobile phones.

Boy: Yes, I know, but do you agree with them? I mean, I don't think there's anything wrong with bringing a mobile to school, as long as we don't use it during class.

Girl: Yes, but ... it's hard to have a mobile with you and not use it – especially if someone sends you a message.

Boy: Oh, come on ... all you'd have to do is wait till the break and then read the message. There's no harm done that way.

Girl: I suppose not. Anyway, what do you think will happen to him?

Boy: Well, Mrs Davis will probably take the phone and keep it for while.

Girl: Do you think she'll call his parents? Or maybe she won't let him come to school for a week?

Boy: If I know Mrs Davis, she'll probably call his parents and not let him come to school for a week. She's pretty strict about following the rules, you know ...

UNIT TEST 4, Listening, Exercise 2

Woman: I've always admired Goldi Iceberg because she's very talented and funny. I've been a fan of hers for a long time. I know quite a lot about her. For example, she was born in 1959 in America and her first job was in the theatre. She did a lot of comedy work and then she was offered a part in a film. The film, *Look Out Everybody*, which she made in 1989, was really funny and that's when she became famous. During the 1990s she made quite a few films but I don't think they were funnier than her first film. She got married and had three children but she also had some problems with her marriage and was even unemployed for some time in the late

1990s. Then in 2001 she met the man she is married to now, James Burgess, and at almost the same time she started appearing on TV as a presenter in her own show. The show has been a great success. She interviews all kinds of people, celebrities and people who aren't famous, and because she's so good at talking to people and says so many funny things everybody watches her show. I expect she'll continue to make films as well, but at the moment I think she's enjoying being a TV presenter. She's also said that it's important for her to spend time with her family now, so I guess the films will have to wait a while.

UNIT TEST 5, Listening, Exercise 2

1

Woman: I keep mine in my bedroom because it's too big to move around. I love it though. I can contact all my friends on it. It's a lot cheaper than sending text messages all the time! I'll probably get a laptop sometime in the future, but, for now, this is fine.

2

Boy: I know all my friends have got one. Okay, Dad got me a TV – which is great – and for my last birthday I got a computer, but it only plays CD-ROMs, so I can't watch DVDs in bed, unfortunately!

3

Woman: I hope we have flying cars one day. That'd be great, wouldn't it?

Man: It would, but I don't think it's going to happen. We're much more likely to have robots.

Woman: Robots? But we've already got them.

Man: Well, we've got them in factories, but we don't have robots that help around the home.

Woman: Oh, that sounds nice. Do you really think that's going to happen?

4

Girl: We're going to be given a project to do after we get back from the museum. I suppose it'll be about astronauts.

Boy: I don't think so. I remember Mrs Button saying something about researching planets.

5

Girl: What are you reading? Another football magazine? Oh, I know, something about skateboarding.

Boy: Actually, this is a really interesting science magazine.

Girl: Let me see – what's that?

Boy: It's about asteroids hitting Earth.

Girl: Oh, I thought it was a picture of a wheel!

TERM TEST 1, Listening, Exercise 2

Teacher: Right. Everyone in their places. Sit down and be quiet, please. Today you're going to present your projects to the class. As I said, I'll choose the best three to go on the prize board but all the others will go on the board in the main hall – so the whole school will see all these wonderful projects. So let's have a look at them shall we? Daisy Henley. You're up first.

Daisy: I've done a project about my favourite star – Madonna. I found some information on the internet. Did you know Madonna isn't just a singer? She's been in hit movies too!

Teacher: Super, Daisy. I especially like your drawing of her. The green hair is very interesting! Okay, now Daniel, you're next.

Daniel: I've done a project on asteroids – they really interest me! It tells you here how to protect the Earth from asteroids and explains what astronomers do. And this is a drawing of a rocket landing on an asteroid.

Teacher: Congratulations Daniel, very good! ... Okay, so let's see one last one. Come on, Carmen. Up you get.

Carmen: This project is all about weird ghost stories I've read about. This is a drawing of a ghost which appeared in a school.

Teacher: Ooh, can you imagine a ghost here? Look at the students in her drawing, kids! They look like they're having a frightening experience, don't they? Well Carmen, I have to say well done!

UNIT TEST 6, Listening, Exercise 2

Man: People who know me now probably think they know me well and what kind of person I am, but I used to be quite different. I don't know why, maybe because I grew up without a mother, but I did have a loving grandmother living at home with us. Anyway, I was a very difficult kid. Because I wasn't sociable and I was shy, I had very few friends, well none really, and I was a very lonely boy. My father was strict so I didn't feel I could turn to him for help. Sometimes I was teased by other kids at school. I tried to show them that I didn't care, and most of the time it was true.

You see, I loved reading and I spent all my free time behind a book. I was able to escape to another world and sometimes completely forgot that I didn't have a good friend. I wasn't depressed as a child because I would always get excitement out of my books. Then something happened which changed my life.

A new teacher came to the school and he took us for geography. He was a cool teacher – his lessons were fun and all the students in the class liked him. The strange thing was I liked him enough to want to speak to him and take part in class discussions. Geography quickly became my favourite subject, and Mr Patterson (that was his name) was always asking me questions. One day he put me in a group with two other kids, who were keen on geography too, to do a project about the River Thames. Well, as we worked together, I was so interested in the subject that I forgot my shyness. I soon began spending time with the two kids, Helen and Michael, even when we weren't doing the project. They became really close friends and it completely changed how I behaved with other people. Mr Patterson really did me a favour!

UNIT TEST 7, Listening, Exercise 2

Speaker 1

I've always made people laugh – I guess I'm just good at it. For the talent show, I got together some really funny stories about things my teachers do at school. I'm good at impersonating my teachers and I think I did some very good impressions. My last joke got a very long clap from the audience.

Speaker 2

I'd say that entering the talent show wasn't such a good idea. No-one in the audience seemed to like my act and, of course, I didn't get the notes right because I was so nervous – that didn't help. I forgot the words too. I've never been so embarrassed.

Speaker 3

Of course coming from where I do, I've always worked with clowns, acrobats, etc. My act is with a dog and when I turned up at the talent show, they weren't sure if animals could take part. Luckily, they allowed us to. Jock – that's my dog – loves being on stage and did all the things I'd taught him. It was fun.

Speaker 4

Well, in the theatre, where I usually perform, I've always done very well. But as a contestant in this show it didn't go to plan. You know, I wasn't dancing or singing. Well, I was just being my character from the play. I wish I'd never entered that contest.

Speaker 5

I thought about doing some magic because I'm good at tricks, but obviously that's not my real talent. So I showed them my ballet moves. My teacher has hopes for me to perform internationally when I'm older, and I think I did quite well in the contest. I didn't win though.

UNIT TEST 8, Listening, Exercise 2

Girl: Dad, do you think you could help me?

Dad: Sure, Carol. What's up?

Girl: Well, I've got a problem and I really need some advice. It's this new girl at school – Megan. I don't know why, but she seems to have decided she doesn't like me and she's making my life really difficult.

Dad: Well, that's strange. Something must have happened. Why don't you tell me when it started and maybe we'll work out what could be bothering her?

Girl: Hmm, let's see. Megan started school about three weeks ago, and Mr Saunders put her next to me. He told her I was a good student and would be able to help her if she had any problems. So that's what I did. I explained all the homework to her, I showed her where the classrooms were and she hung out in the breaks with my friend Trudy and me.

Dad: That sounds okay. Did she seem happy?

Girl: I thought so. In fact, she seemed to like Trudy a lot.

Dad: Perhaps you should think about that then. What I mean is, perhaps she likes Trudy so much that she wants her just to be her friend. What do you think?

Girl: You could be right. Maybe that's why she's started being rude to me and telling other students I'm just pretending to be nice. So what should I do?

Dad: Well if I were you, I'd try talking to Megan. How about if you invited her to our house to do homework together and see if you can ask her in a friendly way what the problem is? Remember to be patient, don't get angry. Tell her you want to be friends and that she can be Trudy's friend too. If she sees you're trying to be nice, I think she'll stop being so unfriendly.

Girl: Thanks, Dad. That's great advice. I'll give it a go.

Dad: Anytime, Carol – I'm glad I could help!

UNIT TEST 9, Listening, Exercise 2

Man: Hi Abby. Guess where I went last night?

Woman: I've no idea.

Man: I went to a comedy club!

Woman: That sounds interesting. Did you have a good time?

Man: Mostly, yes. You know, lots of different comedians come on the stage and I didn't find all of them funny. In fact, some of them were so bad that the audience didn't let them finish their acts. You know, they were booing them and telling them to get off the stage. They didn't let anyone who couldn't succeed in making them laugh stay on the stage. It must be quite scary to work at a comedy club.

Woman: Yes, it sounds like any comedian working there better not have any bad jokes.

Man: Well, I felt sorry for those who were prevented from doing their acts, but I must say those who could tell jokes well were very entertaining! I've never laughed so much in my life. There was one comedian, a woman called Betty Burger, who managed to make me laugh so much my stomach hurt. Her act was hilarious. I came out of that club feeling so happy. It's really true what they say about a laugh being good for you. Why don't you come next time we go?

Woman: Oh, that sounds fun. You know, if I'd been braver when I was younger, I might have become a comedian.

Man: Oh, you should have. Do you know what? You're still really funny when you tell a joke. The way you can keep a straight face is amazing. You've got a great sense of humour. Why don't you think about starting a career in comedy now?

Woman: Now you're being the comedian!

UNIT TEST 10, Listening, Exercise 2

Speaker 1

Hello, yes, well today Charlton were not at their best and for most of the match against Sheffield they were losing by one goal to nil. I'm not sure how, but in the final five minutes they managed to come through and score two goals. A surprising victory.

Speaker 2

Tottenham, who have been winning for quite a few matches, were not too good today. QPR put two goals past their goalkeeper in the first half and another one before the end. Final score, QPR 3, Tottenham 1.

Speaker 3

A very exciting match at Old Trafford. United played brilliantly and Liverpool did too. The referee didn't have any trouble with the players. Not a lot of goals scored though. The game ended with one goal for each team, 1-1.

Speaker 4

Oh, my word! What a game! Chelsea and Oldham were fighting it out. Unfortunately, the game was rather dirty. The referee had to send off three Chelsea players and generally he had a lot of work to do during the match. Final score still unknown as they've gone into extra time.

Speaker 5

Not much effort from Newcastle today. I saw little work from their players. The same can be said for their opponents, Blackburn. Final score, 0-0, oh dear!

TERM TEST 2, Listening, Exercise 2

1

Woman: Hi Jonathan. Come in. I'm just doing the housework. What's new?

Man: Oh, I'm taking care of Jim, my nephew, and he's having a terrible time with his homework. I've come round to ask if your son can do this maths problem.

Woman: Hold on a minute. I'll call him downstairs.

2

Woman: Okay, I've looked in the newspaper and the local cinema's got three films playing.

Man: I think I'd prefer a play. Anything on at the theatre?

Woman: Here's a play that looks interesting. Shall we go to a restaurant afterwards?

Man: No, I want an early night.

3

Man: Maybe I should write to a problem page for some advice. It's my new job. I've got a job as a security guard but my wife is worried about it – she thinks it's too dangerous. We're also moving house soon, actually. Luckily, she doesn't mind moving. I thought the kids would be unhappy but they think it's great.

4

Boy: Something really funny happened last week. I was walking along the road and a great big elephant walked by. My mum said, 'Oh, look! There's a great big elephant.' The next day we were walking along the road again when the elephant went by wearing sunglasses. What do you think my mum said? Nothing, she didn't recognise it!

5

Woman: Being a commentator would be a really nice job. I love sport and of course, my favourite is football. I used to play for a women's team – we were very good. When I retired, I started training to be a referee and that's what I do now.

UNIT TEST 11, Listening, Exercise 2

Man: You know, Neenah, I'm tired of hearing all these news reports about the environment. I don't think people are responsible for climate change. Nature is.

Woman: Oh, come on, Bill – be honest. You can't really believe that?

Man: Why not? Haven't you heard about the Ice Ages? The Earth used to be very cold, and slowly it started to get warmer. It's not people's fault.

- Woman:** It's true that the climate changes naturally, but because of humans, the amount of change has increased so much in such a short time that it's a catastrophe.
- Man:** Why? Technology has improved so much that there are lots of things we can do to help ourselves. If it gets too hot, we can just turn up our air conditioners, for example.
- Woman:** Stop and think for a moment about what you're saying. First of all, not everyone has an air conditioner and even if they did, the energy they use is one of the causes of the problem.
- Man:** Well ... now you're making me feel awful – like it's my fault.
- Woman:** It's everyone's fault, but we can do something about it before things get worse.
- Man:** What can I do?
- Woman:** Well, you could start by getting a smaller car – that Jeep of yours wastes a lot of petrol.
- Man:** Oh, no, not my car – I suppose you'll be telling me to take a bus next!
- Woman:** That's an even better idea – if everyone used public transport, there would be a lot less energy wasted, and a lot less pollution!
- Man:** Well, what about you? You have a car.
- Woman:** Yes, but I don't use it every day, and it's one specially designed to use less petrol.
- Man:** Okay, I have to say that you've made me think about things differently. Maybe I'll start doing things slowly. What if I started recycling my rubbish, say? Would that help?
- Woman:** That would be a great start – and then you can start thinking about your car ...

UNIT TEST 12, Listening, Exercise 2

Woman: The problem English people have when they are on holiday abroad is that generally they haven't learnt a foreign language, so communication can be difficult. It's true that a lot of people in other countries do speak English – it is the international language of communication after all – but there is always a chance you'll find yourself in a situation where you have to communicate with someone who doesn't.

This is when your ability to act or to use hand gestures comes in useful. I can remember one particular holiday in a tiny Italian village in the middle of nowhere, where my husband, Jack, and I were staying in a friend's house. Our friend, however, was on holiday herself and let us stay in it while she was gone. Neither Jack nor I speak Italian, and most of the village population were elderly people who only spoke Italian.

Each day we would go into the village to buy some food and have a drink or eat an ice-cream at the local café. Because we didn't speak the language, it was absolutely hilarious seeing what we had ordered. The first time I ordered an ice cream, I got a bowl of ice. Apparently, I had looked up the wrong word in my dictionary. The woman who brought the bowl to my table waited to see what I was going to do with it. I decided to go into the café and just point to the chocolate ice cream I had meant to order in the first place.

In cases like these, simple gestures get you what you want, but be careful – not all gestures are the same in all countries. For example, certain hand movements can be rude or nodding your head to say 'yes' could mean the exact opposite. If you find yourself in a difficult situation, it's probably best to smile and say that you don't understand so that you don't risk offending anyone! So you see ...

UNIT TEST 13, Listening, Exercise 2

Woman: Right, I'm here today to give you advice about getting a job. Let's start with your job application. Now when you write your letter you really need to make a good impression. Obviously, you should use a word processor. A handwritten letter is often not read. Make sure you are polite and use formal language. Don't forget to include all the details required. Remember, if you are inexperienced for the position, you need to be able to offer them something impressive – something to make them believe you are the person for the job. So if you haven't worked before, do some volunteer work before you apply – every little thing helps.

Now, when it comes to the interview, you need to think about your appearance. You can't risk losing a job opportunity simply because the interviewer didn't like your old jeans. Please wear clean, smart clothes. Boys, a suit and tie are usually a good idea and girls, smart trousers and shirt or a skirt suit would be best. Girls, avoid really high shoes and heavy make-up. Also, keep your more exciting hairstyles for going out in the evening.

At the interview, don't be nervous. Relax and just try to do your best. It doesn't matter if you make a mistake – the interviewer just wants to get a general impression of you. Make sure you know a lot about the company or organisation you are being interviewed for and prepare some questions which you can ask them – they like to be able to see that you are genuinely interested. Also, don't forget to be polite and to smile. Now do you have any questions so far? The young man in the second row? ...

UNIT TEST 14, Listening, Exercise 2

1

Man: Well, if you can believe it, on our holiday it never stopped raining and we weren't put up in the hotel we had booked.

Woman: That must have made you angry.

Man: Not really, but I'm going to write a letter about the restaurant. It may have been first class, but I thought the food was awful.

2

Woman: Have you decided on the mini-break?

Man: Well, there's a nice four-star hotel in Liverpool.

Woman: Anything else?

Man: A train trip with free hotel in Edinburgh or we can fly to Ireland and stay in a three-star hotel. Let's do that, shall we?

Woman: Whatever you want.

3

Woman: (on phone) Hello, can I help you? Yes, yes we do have hotels in Madrid. Yes, yes, of course if you want a guided tour, we can arrange it. Yes, just pop in tomorrow and I'll book it all for you.

4

Woman: Yes, well, our car broke down, so I thought we'd go by train, but it's so expensive. So I looked at the coaches and thought about getting a taxi. The taxi cost a lot too, so in the end we got a coach.

5

Man: Oh, Beverly's away at the moment. Yes it's work, but she's not having a guided tour again. Yeah, I know we've only just had a holiday, but, like I said, it's a business trip.

UNIT TEST 15, Listening, Exercise 2

Speaker 1

I was a good student at school, but I don't think that counts as an achievement. No, what I'm happy about is how I've brought up my kids and what wonderful people they have turned into.

Speaker 2

When we were growing up, there was no money for school and I got a job as soon as I could. I made a lot of money, got married, had kids, but do you know what I'm most proud of?

Last year, I graduated from university and finally got a qualification, and I'm 56 years old!

Speaker 3

I'm a runner, a good one, and I'm in the English team. That's great, of course, but I had another dream which I didn't think I'd ever achieve. I'm scared of water and after hundreds of lessons, I've learnt how to swim!

Speaker 4

Both my parents were Olympic gold medal winners, so everyone expected me to be a champion, too. Well, I did my best at lots of sports, but no matter what sport I chose and how hard I tried, I just wasn't very good at it. Mum and Dad told me to find a sport I enjoyed and do it for fun. So, I started playing basketball and once I'd stopped worrying, I actually became the team's top scorer.

Speaker 5

I love my family and I've been lucky in that I've been a top athlete for a number of years. I've stopped training now and I'm a PE teacher. I think helping young people discover the pleasures of doing sport is my biggest achievement.

UNIT TEST 16, Listening, Exercise 2

Woman: Why are so many people crazy about shopping nowadays? People have become such big shoppers that they've even invented 'shopping therapy'! If something is disappointing or you're in a bad mood, some people go shopping just to make themselves feel better. But, does that necessarily mean shopping is good for us? I don't think so. How many clothes does a person really need? And why does everyone think they should find a good bargain? Where is the fun in going into a crowded shop full of people madly searching for the 'right' item of clothing? When you find it, you have to queue up for the dressing room to try it on. Then if it's not the right size and you try asking a shop assistant to help you find another one, they just disappear! Of course, if you really have your heart set on buying this item of clothing, you spend another half an hour going through the same thing all over again. If you go while the sales are on, it's even worse. Millions of people all buying things they don't really want just because they are discounted! Oh, and if you do finally decide to buy something, why can't the shop assistant ever seem to be able to use the credit card machine? You see, when you look at the bigger picture, it's more trouble than it's worth. So, all you shoppers out there, if you shop to make your bad mood stop, then you'll most likely drop and you'll own a whole lot of products you don't want!

TERM TEST 3, Listening, Exercise 2

Woman: I opened my first shop in 1969 after a visit to India. I had been working in a clothes shop in Wales as a shop assistant and I loved it. I enjoyed serving the customers, helping them decide on clothes and giving them advice about what looked good on them. I also knew I had a talent for mathematics. I was determined to be a successful businesswoman and I just wanted to find the right idea for opening my own shop. I took a flight to India, hoping to find what I was looking for there.

I was pleased to find wonderful, beautifully coloured clothes in India and they were all very inexpensive. I bought enough to open a small shop in the Welsh town I lived in and sold everything in just two weeks! Well, I immediately arranged for more clothes to be sent to me, and that was how I started Delhi Clothes.

Two years later, I decided to open another shop with different kinds of clothes. This time I went to Africa and travelled by coach and ship. I wanted to enjoy travelling for a bit, so I did that before I went in search of new clothes.

When I finally arrived in Africa, I was really impressed by the beautiful material they had. The colours were extremely bright. I decided to send some to Britain and have clothes made out of it there. That's what I did. In 1972 I opened Nairobi Clothes in Bristol, England.

After that, I felt I had really achieved my dream, but because the shops were doing so well, we opened two more, one in London and one in Surrey. From there it just took off and now there are 200 shops in Britain, 60 in Europe and 100 in America. I'm retiring soon and my daughter will continue the business. She loves the work too, so I expect our clothes shops to be around for a long time.

FINAL TEST, Listening, Exercise 2

Man: On today's programme we have Janet Owen from the National Children's Library. Now Janet, we've asked you to give us some advice on which books are a good read for children aged between 11 and 13.

Woman: Yes, Andrew. Thank you very much for inviting me here and I know there are a lot of young people out there who want something interesting or exciting to read this summer. Let me first start with fiction – stories which aren't real. There is a good detective book out now called *You're Under Arrest* by Shirley Thompson. It's about the son of a police officer who gets involved in his mother's work by mistake. It's rather funny and it's interesting seeing how the

hero, 12-year-old Charlie, manages to catch burglars, robbers and shoplifters. It's a great read.

Another good book is *The Weird Ghost* by Malcolm Browne. In this book Abigail Burgess has an unusual experience with a ghost and a town that vanishes. It's written very well and there are also some rather nice pictures in the book too.

Now, for non-fiction, books that are written about the real world. I'd recommend a travel book for young people – *Holidays Are Boring* by Chris Bates. This book looks at boring journeys, flights and holidays young people have had to take with their parents. It explains what a young person can do in these situations. I think it'd be useful for parents too. It would give them the chance to see life through their children's eyes. If that doesn't interest anyone, how about a biography of a famous sports person, film star or singer? There are quite a few out now about famous footballers, athletes, rugby players, etc. I would suggest you go into a library or bookshop and ask if there is a book about your favourite celebrity ...

Laser B1 Tests CD

Track List

Track	Test/Exercise	Track	Test/Exercise
1	Credits	12	Unit Test 10, Listening, Exercise 2
2	Unit Test 1, Listening, Exercise 2	13	Term Test 2, Listening, Exercise 2
3	Unit Test 2, Listening, Exercise 2	14	Unit Test 11, Listening, Exercise 2
4	Unit Test 3, Listening, Exercise 2	15	Unit Test 12, Listening, Exercise 2
5	Unit Test 4, Listening, Exercise 2	16	Unit Test 13, Listening, Exercise 2
6	Unit Test 5, Listening, Exercise 2	17	Unit Test 14, Listening, Exercise 2
7	Term Test 1, Listening, Exercise 2	18	Unit Test 15, Listening, Exercise 2
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9	Unit Test 7, Listening, Exercise 2	20	Term Test 3, Listening, Exercise 2
10	Unit Test 8, Listening, Exercise 2	21	Final Test
11	Unit Test 9, Listening, Exercise 2		

Note: Where a listening text must be repeated, teachers will need to replay the track.

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